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Leadership training : a special focus on Berkshire Community College student leaders.

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LEADERSHIP TRAINING:
A SPECIAL FOCUS ON
BERKSHIRE COMMUNITY COLLEGE STUDENT LEADERS

A Dissertation Presented

By

GARY P. LAMOUREAUX

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1984

Education

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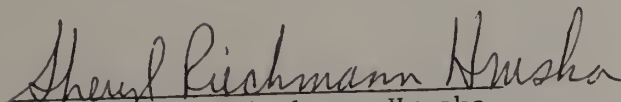
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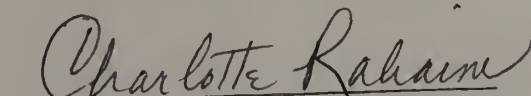
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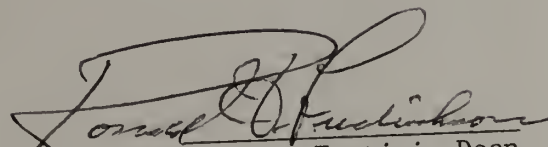
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TO MY FATHER

ABSTRACT

LEADERSHIP TRAINING:
A SPECIAL FOCUS ON
BERKSHIRE COMMUNITY COLLEGE STUDENT LEADERS

(June 1984)

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ABSTRACT

This study was designed to evaluate the effectiveness of a training program for community college student leaders. Research on this type of program is needed because of the lack of leadership skills brought to the campus by the student population and because virtually no research exists on student leadership training in community colleges.

A pre-post test design was used to assess students' ability to apply training to their behavior in senate and campus committee meetings in four areas: communication, conflict resolution, problem solving, and decision making. Students also were asked in the post-test to rate the impact of training on their confidence, competence, interpersonal relationships, overall enjoyment of being a college student, value of being a college student, knowledge and participation in leadership techniques outside of the senate, and interest in serving in leadership positions in the future. The leadership workshop consisted of a three-day retreat and three follow-up sessions.

The student senators and faculty and administrative members of college and student standing committees completed assessment forms. The assessment form consisted of four items for each of the four areas under study, for a total of 16 questions on each assessment form. The student post-test also included items to measure development in the other areas listed above.

Only two of the 16 questions asked of students showed a significant difference between the pre- and post-test scores, whereas each of the same 16 questions asked of faculty showed a significant difference. Some of the possible reasons for this are discussed.

The benefit of the training for those student senators involved was most evident in the written comments on the students' post-test forms. This information seems to clearly show that the students felt their experiences at the three-day leadership workshop did benefit them in the four skill areas studied and especially in the more subjective post-test questions referring to confidence, competence, positive feelings about college and being a student, leadership knowledge and participation in leadership techniques now and in the future.

This study suggests that leadership training at the community college level can have important outcomes for students. Further research is needed.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to evaluate the effectiveness of a training program for student leaders at Berkshire Community College. Students' ability to apply training to their behavior in campus committee meetings was tested in four areas: communications; conflict resolution; problem solving; and decision making. The need for research on this type of program is twofold. First, on a local level, the development of a successful training module is extremely necessary because of the lack of leadership skills brought to the campus by its student population. Most colleges offer students important positions of influence on campus committees. Without training, many students are unable to effectively assume these responsibilities. This problem may be particularly severe at community colleges where most of the students have not held positions of leadership in high school. Secondly, on a larger scale, virtually no research has been conducted on student leadership training in community colleges. Student activities directors or counseling staff are often responsible for offering leadership training, yet little is written of either a descriptive or empirical nature about how to do such training effectively. The

current study was important for a number of practical and theoretical reasons. These are described in the sections below.

Significance of the Study

Lack of Research. Little research exists on leadership training for students in community colleges in particular, or postsecondary education more generally. A search for articles dealing with the goals, philosophy, rationale, or methods of leadership development in these settings surfaced little of direct value. Searches were made using the ERIC retrieval system. Calls were made to nationally-known leaders in the community college field (Terry O'Banion and Don Rippe). Conversations were held with the publications director and the head librarian of the National Association of Junior and Community Colleges. These contacts surfaced little of use in this study. Conversations at national and regional meetings showed a large number of community college campuses doing leadership training. The absence of literature in the field means that training programs are being designed and implemented without an empirical foundation. This represents a serious problem for those responsible for the delivery of effective leadership training on college campuses.

Enriched Education. Leadership training serves the important function of enriching a student's total education. It supplements

classroom learning of skills and perspectives that are valuable in a variety of settings regardless of one's major. Silberman (1981) says, "My job in education is not to teach each student how to make a living. It's to teach students all about living." Present college curricula and teaching practices may not address this challenge. Co-curricular activities such as leadership training provide another forum for reflecting on oneself, clarifying life's goals, and acquiring the interpersonal relations skills necessary for satisfying personal and professional relationships.

More Effective Student Senators. One of the primary goals of college leadership training is to develop effective student senators who are trained in at least the basic leadership skills. With the decline in quantity of high school students nationwide, the competitiveness among colleges and universities is increased. Because of this competitiveness and increased recruitment by state colleges, universities, and private schools, the majority of the high school class leaders -- those who would probably possess the greatest leadership skills that might be developed at the high school level -- tend not to come to community colleges. Leadership training is important at all levels of higher education, but becomes doubly important at the community college level because of lack of students with leadership skills coming from the local high schools. Besides enrolling students who have not had leadership training at the high school level, community colleges also often

have students who have had little opportunity to develop leadership skills within their homes. In many cases, their parents have jobs and occupations that do not require or reward leadership skills or training. Therefore, these skills have not been molded or passed on to these students. Monroe (1972) points out that because the community colleges are, on the whole, state-supported and have either a small tuition or no tuition at all, they tend to attract young people from the middle class and lower class segments of society, where their chance for exposure to leadership techniques is minimal.

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Critical Senate Role in Community College. College governance and the role of students in it, more specifically the role of the student senate, is directly affected by the types of leadership training student senators have been involved in and the skills they possess. Student participation in college management became minimal after it peaked in the 1960's. Examination of the nature of student government shows it was usually buried within the college organizational framework, with little authority and even less prestige. The committees on which colleges advertised "voting student membership" frequently were heavily weighed with faculty and administrative membership. Furthermore, the committees typically reported to institutional bodies on which students had no representation. Under these circumstances, many students lost faith in the established procedures for involvement in the governance

and chose not to participate.

Nowadays, however, things again have started to change toward more genuine student participation. Student governance at Berkshire Community College is probably more typical than atypical of its sister institutions. Recommendations of any type from students, faculty, or staff can be sent directly to deans or those directly affecting education policy are sent to the educational policy committee. All recommendations are considered and are sent to the faculty, the student senate, and the administrative staff for their comments and to develop ultimate recommendations to the college president. In most cases, all three bodies have to be in agreement before final approval. The need for the student senate to have a powerful voice in all matters affecting the college is vitally important in that, as students themselves, representing the remainder of the student body, senate members have accurate knowledge as to how different policies and regulations will either positively or negatively affect the students, their reactions to the college, their grades, and ultimately possibly their careers.

Student Role at Berkshire Community College (B.C.C.). At Berkshire Community College, there are three standing committees under the student senate. These are involved in the election procedures, financial matters, and all areas of programming. Three standing committees also come under the direct control of the college president. These college standing committees are the educational

policy committee, which deliberates and researches all educational policy recommendations coming from all members of the college community; the student standing committee, which is responsible for reviewing student records and recommending probation and suspension; and the scholarship committee, which solicits scholarships from the local community and recommends the students who will receive them.

On the student committees, student representation ranges from four students on the election and awards committee to nine students on the programming committee, with one faculty and one administrative person appointed to each committee. Student representation on the college standing committees is three students on each, along with five faculty members and two administrators. Consequently, B.C.C. students potentially have an active and important role in the way the college is governed. With such an important role in college governance, the necessity of developing and retaining good leadership training and techniques is vitally important. Special training for students whereby they can develop leadership skills is needed at B.C.C. and other educational institutions.

Focus of the Study

Skills. The four skills receiving special attention in this study are communication, conflict resolution, problem solving, and decision making. These four areas were chosen because it was felt

that with a relatively unskilled group of young students on the senate, leadership training should focus on a small number of fundamental leadership skills necessary for an effectively-run organization. A review of organizational behavioral texts (e.g., Hellriegel, et al, 1983; Arends, et al, 1977) shows the four / above-named skills to be important ones.

Communication is basic to everyday living, whether it be in a formal group setting or on a one-to-one basis. Without proper communication, groups such as the student senate could not effectively deal with the many issues confronting them on a daily basis.

Conflict resolution is also important. Without training and skills in this area -- which most community college senators tend not to have -- conflicts, whether they be interpersonal or organizational, tend to surface more easily and to get out of hand / more quickly.

Problem solving and decision making are two other areas in which student senators need to be more skilled because they need to deal with some complex problems that can surface at a community college.

These four are important skills which are useful in everyday life and which are of vital importance when working on committees involved in making important recommendations for the future of an / institution such as Berkshire Community College.

Attitudes and Perceptions Related to the Role of Senator, School, and Leadership. As mentioned in the Significance section of this study, leadership training is important for more than skill development. Such training provides students with the opportunity to learn more about themselves, their strengths and limitations, their interpersonal style, their goals and aspirations. If leadership training were effective in these broader areas, then one might predict that participation in such programs would increase a student's confidence, sense of overall competence, and ability to work well with others. It may even generalize into an increased value being placed on school attendance and on serving in leadership positions in other settings.

✓ In order to see if participation in the particular leadership training design of this study resulted in such broad personal changes, a set of questions was included which was designed to ascertain whether there was such an effect. Some work of a more general nature has been done to see the impact of college on student development (e.g., Austin, 1977). However, the inclusion of such items in this study is designed to explore student development in the narrower context of leadership training.

Hypothesis

Leadership training was predicted to have a positive impact in the areas listed below:

(1) Leadership skills such as communication, conflict resolution, problem solving, and decision making shown in committee meetings will increase significantly after participation in training workshops. This increase in skills will be noticeable to students themselves, advisors, and faculty members on standing committees.

(2) There will be an increase in positive feelings, for the majority of senators, about attending Berkshire Community College. There will be an increased favorable feeling about being a college student in general. Most senators will feel an increased knowledge and participation in leadership techniques outside of the student senate (i.e., in the community, in church organizations, civic groups, etc.). And finally, at least some student senators will develop an interest in continuing in a leadership capacity after graduation, where the techniques and skills learned can be used in years to come, in future leadership positions.

Limitations of the Study

This study will examine the results of one leadership training program at one community college. This presents a number of limitations, which are described below:

(1) Small Sample. In any given year, Berkshire Community College has 29 student senators. All will participate in the study but the sample size still will be small.

(2) Lack of Adequate Control Group. Students other than senators do not sit on key committees. This means a comparison is not possible between trained senators and untrained others. Also, many students who hold leadership positions in other areas on the campus formerly were senators and went through an earlier leadership workshop.

(3) Consistency in the Sample. The narrow age range, common race, and similar backgrounds of student senators make analysis by demographic variables impossible. Consequently, this study will reveal data only about traditional college-age, white, community college students.

(4) Single Campus. The experiment will be conducted only at Berkshire Community College. Because of its relatively isolated location, a similar community college with similar students could not be identified in this study. Therefore, it will be unclear whether the findings could be replicated in another site.

(5) Confounding. Besides receiving the leadership training, senators will be exposed to other classes, practical experiences in being a senator, and the influences of peers, faculty and administrators, and family. They also will grow a little older during the course of the study. Any or all of these factors could contribute to changes in the skills and attitudes of the senators. Efforts will be made to separate the effects of training from these variables, but this does present a difficulty in the study.

(6) Multiple Experimentor Role. The author of this disser-

tation was also one of the leadership training staff, as well as the collector of evaluation data. Other people were involved in the training and in assessing student competence in order to offset the potential experimenter bias.

(7) Possible Rater Bias. The faculty involved in evaluating student performance in this study know the researcher and were told the nature of the study. Consequently, it is possible that they may inflate post-training ratings to "please the researcher" or help make the study have a positive outcome. The likelihood of such bias is reduced by the professionalism of these academicians, but the possibility of bias remains.

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CHAPTER II.

REVIEW OF LEADERSHIP LITERATURE

This review of literature has two parts. The first provides information about community college students. These data help establish the need for special training for student senators. The second part focuses on the topics to be included in the training and the rationale for their inclusion.

Community College Students

There are more than 50,000 community college students in the Commonwealth of Massachusetts alone. That's a sizeable segment of the Massachusetts' population. It seems appropriate, therefore, to try to determine just what a community college student is, or is not, as compared to the rest of the population in general and to traditional four year college and university students specifically. This information serves as a backdrop for the design of leadership training to meet the backgrounds, interests, and needs of the community college student.

What type of student actually attends community college and is going to attend college in the 1980's? Basic assumptions seem to be the same as they've been for many years. First of all, most laymen recognize that bright high school graduates are more likely

to continue their education than those who had to struggle for grades throughout high school; that children of professionals and white collar workers are more likely to attend college than are children of laborers; Whites are more likely to attend than are Blacks; and men are more likely than women to seek higher education (Cross, 1971).

These characteristics still are basically true to higher education; but in the last ten years, the percentage of mediocre high school students, the number of laborers' children, and the number of Blacks and women, has increased in ratio to those attending college. This is especially true with women, whose numbers have increased to over 50 percent in the nontraditional student category (Monroe, 1972). Certainly, at the community college, that same increase over the last ten years has taken place, though not as dramatically because there was a higher percentage of laborers' children, Blacks, women, and mediocre high school students attending community college in the first place.

Charles R. Monroe, who wrote a book on community college students, found that as a group, they were as heterogeneous as the community in which the college was located. In many respects, the community college resembles the local high school in the nature of its student body. The biggest difference is that the college students are a few years older and may be assumed to be somewhat more motivated, since no one is compelled to attend a community college (Monroe, 1972).

If indeed the student body at a local community college is a cross-section of the community at large, it would ratify what has already been said, that the community college student population is made up of bright students but also has more of laborers' children, Blacks, women, and mediocre high school students, than has the average four year college or university population. This would, of course, depend on the community in which the college is located. If the community has few Blacks, then there probably would be only a small number at the college.

BCC Compared With National Community College Average. According to the Cooperative Institutional Research Program (CIRP) conducted jointly by the American Council on Education and the University of California at Los Angeles, their summary data on entering freshmen in the Fall of 1981 would also justify what has already been stated regarding age, that by far the greatest majority of incoming freshmen are those in the traditional 18-20 year old age group, even though there continues to be an increase in the nontraditional or older students attending college. The percentage of traditional students nationally is just over 90 percent; the percentage at Berkshire Community College, according to the 1981 figures, was approximately 88 percent.

There is only a 2.3 percent Black population in Berkshire County. Consistent with this, the B.C.C. population is made up of 98 percent Caucasian, 1 percent Black, and 1 percent other.

According to the 1981 CIRP research by the American Council on Education and the University of California at Los Angeles, the male-female split amongst community college students is almost 50 percent each; at Berkshire Community College, the male-female split is 55 percent female, 45 percent male.

Approximately 50 percent of B.C.C. students come from families with an annual salary of \$20,000 and less; approximately half come from families with an annual income of \$20,000 or more. Nationally, 40 percent of students attending community colleges come from families with an annual income of less than \$20,000, and 60 percent come from families with an annual income of more than \$20,000 (CIRP, 1981).

The largest percentage of fathers of community college students nationwide work in the unskilled to skilled area, with 25 percent in that category (CIRP, 1981). At Berkshire Community College, approximately 30 percent of the students' fathers are in that category. Engineering seems to be an occupation for about 10 percent of the fathers, with business as an occupation for another 20-25 percent of them. The rest of the fathers' occupations stretch across the spectrum.

The highest percentage of occupational categories listed for mothers of students at B.C.C. is that of full-time homemaker, with secretarial-bookkeeping second and businesswoman third. Just over half of the mothers of B.C.C. students have graduated from high school, with another 25 percent having attended college or obtained

a degree. Approximately half of the mothers of community college students nationwide were high school graduates, with closer to 30 percent having attended or graduated from college (CIRP, 1981).

The majority (approximately 75 percent) of the high school graduates entering Berkshire Community College as freshmen attained CB letter grades in high school. Nationally, just over 70 percent of community college students are in the CB grade category (CIRP, 1981).

In short, the BCC student population is very similar to national averages regarding age, sex ratio, family income, parental occupations, etc. Furthermore, the ratio of racial representation reflects the ratio in the surrounding community, which is typically the case.

In general, caution should prevail in trying to pinpoint characteristics of the community college student. If, as suggested above, these students are the cross-section of local communities, then one can expect variation in the student population as most communities are made up of people at every economic level, from a variety of ethnic backgrounds, with a wide range of political interests, from many religious persuasions. In Thomas O'Connell's book, A President's View (1968), he states that few generalities concerning community college students are useful:

"Every good community college campus has a smattering of the very bright; of rebels, some of them rebelling for all the right reasons, some rebels without causes. There is also a smattering of serious older students, both men and women; sleepy young people who have not yet matured enough to be accepted at other colleges;

well-dressed Ivy League types who have flunked out of highly-competitive colleges and are now getting a second chance; tense foreign students who cannot afford other colleges which will be glad to get them as proven juniors; and many, many more."
(O'Connell, 1968, p.54)

In summary, it appears that the community college student population is made up of students from all walks of life, all economic classes, and ranges from the very weak to the very strong academically. The majority of the students, however, are from homes of blue collar workers, homes where the annual income is less than the national or local average, and in a large number of cases, are from homes where they would be the first in the family to obtain a college degree.

Leaders and Leadership. At the community college level, it is vitally important to train leaders, specifically student leaders, who are willing to take some risks and who are not intimidated by college faculty and administrators. For this reason, prior to student government elections, those returning student leaders as well as interested faculty chairpersons and administrators are looking for students who they feel have potential in becoming active and creative student senators, who appear to have qualities not developed in the typical community college student.

In recent years, Berkshire Community College has been blessed with an increasing number of nontraditional students. Even though most of these students have not had formal leadership training and would fall under the broad characteristics of community college

students in general, they are somewhat more mature and "street wise" and consequently are less naïve. What may be more important, they are less apt to be intimidated by the community college system and therefore more effective in their role as student leaders. Unfortunately, the number of nontraditional students is still relatively small. The majority of community college students who become active in student government and student activities continue to be primarily the traditional 18-to-20 year olds.

An important characteristic of these students once they become involved in the community college student government is the need to show that they are student leaders, even though they have virtually no training. Many had the desire to be active in student government at the high school level but ended up playing "second fiddle" to more successful and popular students. Therefore, once they are elected at a community college into a student government position, some tend to get a premature ego-inflation, which tends to hinder some of the leadership training work that needs to be done.

Because of the lack of leadership skills and experience brought to campus by potential student leaders, and the lack of success in involving more nontraditional students in student leadership positions on campus, it is important to harness the energies and enthusiasm brought to campus by potential student leaders, even though some of that enthusiasm and energy might be self-serving. Proper leadership training can convert some of the interest potential leaders have for serving on the senate to

productive ends (e.g., from being directed toward self to being directed outward to the community.)

Enriching the College Experience. The ultimate benefit of leadership training for a student senator, as well as for other interested students, is that it becomes a part of the total education. Again, this is very important at the community college level because the student does not usually remain enrolled at the college for more than two years. The community college student therefore does not have the same opportunity as the four year college or university student to become tolerant and open-minded about many national and international issues. So, at the two year level, immediate leadership training for student leaders and their constituents is doubly important. The need for immediate training is further made imperative because of the fact that many students don't really start to become involved in things outside their normal classroom activities until they've been on campus for a semester or two.

As stated earlier, one position on education held by this author and others is that college should prepare people not just to earn a living, but to live a life; a creative, human, and sensitive life. From this perspective, schools should provide a liberal, humanizing education both in and outside of the classroom. The total education of the student can profitably include leadership training, at least for student leaders. The leadership training

acquired by student senators at Berkshire Community College can potentially be beneficial whether these students continue to be actively involved in a leadership position while attending a four year college or university, or acquire jobs that necessitate leadership skills upon graduation, or whether they choose to become nonactive or nonparticipatory in leadership positions. Most student senators take the latter route and follow the path of the majority of citizens in being a follower rather than leader. But this leadership training should stay with them through life and by increasing their interpersonal skills and sensitivities, help them live that creative, human, and sensitive life mentioned earlier in this section as being the true goal of education.

Leadership Training Techniques

Many leadership skills and techniques could, and probably should, be incorporated into a full-fledged leadership training program. Among these are communication, conflict resolution, problem solving, and group decision making, as well as leadership theory, assertiveness training, training on all areas of oppressive and androgenous behavior, and goal setting. Although all of these are worthy of discussion, this dissertation will concentrate on the first four mentioned i.e., communication, conflict resolution, problem solving, and group decision making. As indicated below, these skills seem most important and most appropriate when

considering both the type of students and the type of training possible at the two year community college level.

Before discussing these four leadership areas, it seems necessary to reiterate that there is very little literature to guide the development of leadership training for student senators at the community college. Most books on organizational behavior and organizational development include a variety of leadership skills, and most incorporate the four skill areas this research will be centered around, along with a number of others. The four leadership areas included in this dissertation were chosen because they seem to be highlighted in the books on organizational development and leadership (e.g., Hellriegel, et al, 1983; Arends, et al, 1977).

Communication. In 13 years of working in college administration, all of them spent in working directly with student senates and other student groups, this researcher has found that individuals and groups almost without exception consider themselves good communicators. In general, most people probably feel they have this attribute and think of themselves as good communicators and good listeners. But case study after case study, exercise after exercise, experience after experience, seem to indicate quite the opposite: most people are not good communicators.

Communication occurs when individuals send and receive messages in an effort to create meaning in their own minds or in

the minds of others (Hellriegel, et al, 1983). Communication is the key to the functioning of any organizational body. Language is the vehicle used to transport ideas and messages. Getting a message straight between any two people can be difficult enough; but in organizational settings, communications may involve dozens or even hundreds of people, in some cases, each with an individual capacity for transmitting and for receiving messages. The chances for confusion, misunderstanding, misinterpretation, are enormous in these types of situations. If people are unable to communicate with one another, organizational structure and effectiveness soon will collapse.

Communication involves not only verbal expression but also involves listening. It is necessary to develop active listening techniques, more efficient ways and methods of receiving messages, and in general, better and more improved listening habits, to help in bettering the overall communications of an organization.

Communication is defined as "the exchange of information between a sender and a receiver, and the inference of a meaning between organizational participants" (Kerr, 1979, p.120). This definition requires that one distinguish between a simple transference of information and the meaning inferred from that information. It also invites attention to the distinction between information which may be thought of as a signal or message, which alters a receiver's knowledge or probability estimates about the occurrence of an event; and the implications of understanding or

meaning, which include a broader interpretation of the signals or messages. Accuracy of communications with these distinctions then refers, in a narrow sense, to the degree to which the signal transmitted by a sender is received in an undistorted form by the receiver. In a broader sense, accuracy refers to the degree to which the receiver interprets the signal received in a way which is consistent with the sender's meaning (Kerr, 1979).

Conflict Resolution. Conflict is a process which begins when one party perceives that some concern has been or is just about to be frustrated by another. Conflict refers to any situation in which there are incompatible goals, cognitions, or emotions within or between individuals or groups that lead to opposition or antagonistic interaction (Hellriegel, et al, 1983). Conflict is a daily reality for everyone. Whether at home, in school, or at work, an individual's needs and values constantly and invariably come into opposition with those of other people. Some conflicts are relatively minor, easy to handle or able to be overlooked. Others of greater magnitude, however, require a strategy for successful resolution if they are not to create constant tension or lasting enmity.

Conflict can occur between any parties or units: supervisor and subordinate, company and union, students and administration; between student groups, between peers, departments, or other groups. In the college setting, the student senate is frequently

involved in dealing with conflicts.

Conflict in organizations takes many forms. A disagreement between two individuals, for example, may be related to their personal differences, their job definitions, their group membership, or any combination or all three of these. One of the most common misunderstandings about organizational conflict is to attribute difficulties to personality factors when it is, in fact, rooted in the group memberships and organizational structure (Arends, et al, 1977). For example, attributing conflict between two student groups to personalities implies that the conflict can be reduced by replacing an individual. But if the conflict is in fact related to differing goals between groups, any individual will be under pressure to fight with members of the other group, regardless of personalities. In a situation like this, replacing individuals without taking into account the intergroup differences will not improve relations or reduce the conflict.

The ability to resolve conflict successfully is probably one of the most important social skills an individual can possess, and it is crucial to the student senate and other student organizations at the community college level. Yet there are few formal opportunities to learn it. Like any other human skill, though, conflict resolution can be taught and learned. Because this skill is so important to every day living and because it is essential in order for a person to be an effective group member, community college students, and student senate members in particular, should have the

opportunity to learn the techniques of successful conflict resolution or conflict management.

Problem Solving. Every individual is confronted with problems, some serious, many not so serious, on a daily basis. Somehow, most of these are resolved. However, it is interesting to note that when individuals become part of a group such as the student senate, otherwise capable and functioning individuals who can solve problems arising in their own lives often find it difficult, as part of a group, to solve these same types of problems. There seem to be three basic reasons this happens: (1) because there are several people involved, individuals frequently assume the problem is bigger than their ability; (2) many individuals are unaware of their problem solving skills because they have never thought of it in those terms; (3) groups tend to reject tentative solutions before giving them a thorough hearing, consequently reducing the desire of individuals to contribute more solutions (Pfeiffer, et al, 1980).

Some problems can be solved by an individual; others may be solved by just a few individuals, such as a senate ad hoc committee; and others may need the efforts of the entire group. The more wide-ranging the problem, or the higher the stakes, the more important it is that the group dedicate time and energy for the task of problem solving.

Problem solving is a process of identifying situational and

target information and generating proposals that will move individuals and groups from their present state of affairs to an ideal or preferred state of affairs.

Problem solving may be hampered by certain factors at the college and university level. One obstacle might be that of time. Some problems reach a crisis level before they are even recognized as problems; others remain unsolved because members lack the time to work on them. Another hindrance is difficulty dealing with problem solving in face-to-face situations. Individuals in groups may fail to involve themselves in group activities because they fear criticism, and they might fail to ask for needed data because they are afraid they'll appear ignorant. This is especially likely to happen when a group such as the student senate is involved with faculty and/or administration in the problem solving process.

In many groups, some members have not yet brought their attention to the task, while others are struggling to define and understand the problem, and still others are eagerly proposing solutions. Perhaps the major difficulty that affects group problem solving is the failure of the participants to distinguish between the processes of problem solving and the act of making a decision.

Decision Making. Decision making is more than just making a choice. It is also the actions and activities that precede the choice. It is a process, a series of distinct steps, that lead up to and beyond the actual choice. Every organization has some goals

and objectives. It is part of the reason for organizing in the first place. These goals and objectives tell the group where it is going, and why. They are a general blueprint for organizational design and action, and they form the first phase in the decision process (Mitchell, 1978).

Decision making takes place right after problem solving and involves the assigning of priorities and then acting on them. Most of each person's waking hours are spent in making decisions: Should I go to work? What should I wear? What do I want to eat? And so on. There is constantly a choosing of courses of action to guide one's behavior.

Decision making is central to the effectiveness of any group or institution. It is a most important force in the life of any group and the individuals within the group. Organizational decision making is a process of choosing actions that are directed toward the resolution of organizational problems. This process can be carried out by individuals acting alone or by a group of individuals.

The way in which decisions are made is of considerable importance to decision making. Two points that need to be considered are: How many people are involved in the decision and to what degree are they committed to the outcome; and secondly, regardless of the way in which the decision was made, what happened to the persons involved?

There are many types of decision making, ranging from

self-authorized decisions (those made by one person who assumes authority to make decisions) to topic jumping (the group becomes involved in side issues) to consensus (Arends, et al, 1977).

Consensus seems to be the most effective type of decision making in the case of a student senate. Where there is strong agreement in favor of a particular course of action (a decision), obviously that decision stands a high chance of being implemented effectively (Vroom, 1973). Decisions which are opposed by members of the group will be implemented in a weak and ineffective way. Silence does not necessarily imply consensus, nor can mechanical devices such as polling the group or taking a vote really indicate consensus. A decision made after allowing all ideas to be expressed will be a decision that can be acted upon and which will have commitment behind it. Consensus involves commitment, although there are bound to be various levels of commitment. Consensus is not majority or total agreement, but it is a decision in which everyone can at least partially agree.

In many cases, problem solving and decision making are viewed as a single process. However, even though one leads into the other, each is a distinct leadership technique and should be dealt with individually. Problem solving involves gathering, filtering, and processing information. Decision making involves assigning priorities and acting on them. Problem solvers become decision makers when they determine which situational information is valid, select a preferred target, or choose among alternative plans of

action. In other words, decision making follows problem solving whenever a choice arises. Problem solving and decision making are required of student senators on a daily basis. If the senators do not have the skills and do not know the proper techniques involved in gathering, filtering, and processing information, and in making group decisions, the senate will become ineffective and fail as a student government body.

As stated at the start of this section, there are many leadership skills and techniques that could be mentioned and incorporated into a leadership training program. However, it seems, based on available literature, that the basic skills most pressing for student senators are the four just discussed, namely, communication, conflict resolution, problem solving, and decision making.

CHAPTER III

METHODOLOGY

Design

The study uses a pre- and post-test design to assess the impact of a leadership training program for student senators at Berkshire Community College on their behavior as senators and as members of college and senate standing committees. The behavior considered for this study is that relating to aspects of communication techniques, conflict resolution, problem solving, and decision making.

The training program consisted of a three-day retreat and three follow-up sessions.

Staff for the training were drawn from faculty and student services personnel at Berkshire Community College.

Data consisted of: (1) a pre-training assessment of skills by the students; (2) a pre-training assessment of skills by faculty and administrators; (3) a post-training assessment of skills by the students; (4) a post-training assessment of skills by faculty and administrators; (5) a student assessment of the quality of training; (6) a post-training student assessment of the impact of training on their confidence as senators, perceived overall competence as senators, relationships with other senators, enjoy-

ment and value of being in college, and interest in serving in other leadership positions.

Participants

Students. The subjects in this study were the student senators representing the 13 academic degree programs offered at Berkshire Community College. As is the case each year, a freshman and sophomore senator were elected from each program, accounting for 26 senators. There also were two at-large senators, one freshman and one sophomore; and a student trustee member who was also a member of the student senate, bringing the total to 29 senators.

The sophomore senators were elected in the Spring of 1982. The new freshmen senators were elected in the Fall of 1982, a few weeks after the start of classes in September.

The average age of the student senate was 19.3 years. There were 22 senators under 20 years of age: eight were 18, fourteen were 19. Only seven senators were above 20 years of age: five were 21 and two were 22 years old.

Twenty of the senators lived in Pittsfield; eight lived in Berkshire County but outside of Pittsfield; and only one was from out of the county (and interestingly enough, also from out of the country, this person coming from Trinidad).

There were 14 freshman and 15 sophomore senators, the extra sophomore being the student trustee.

There were 16 female senators and 13 male senators. It is interesting to note that of the sophomore senators, eleven were female and three were male; but the freshman senators included five females and ten males.

One student described herself as Indo-Eurasian; the rest of the senators were Caucasian.

Only four of the 29 senators had any prior student government experience at the high school level.

Faculty and Administrative: Evaluators. Faculty involvement came from the faculty elected to two college standing committees and selected to serve on two student standing committees.

The two faculty committees were the educational policy committee and the student standing committee. Each committee elected five faculty members, each for a three-year term; the committees also included two administrative personnel who were appointed by the college president. These committees also had student representatives who were members of the student senate and who were elected to those positions by the entire senate.

The two student committees involved in the testing selected their faculty and administrative representatives. The social affairs committee and the finance committee each had one faculty advisor and one administrative advisor.

The student senate had one primary advisor, the assistant dean of student services, who also was the researcher.

Faculty and Staff: Trainers. The trainers were mainly members of the student services division at Berkshire Community College.

Three of the trainers worked in the student development center. One was the director of counseling; the second was coordinator of disadvantaged student programs; the third was a personal counselor.

Two trainers were from the student activity area of the college. One was an outdoor activity programmer. The other was the researcher, who was assistant dean of students and director of student activities.

The sixth member of the student services division to serve as a trainer was the dean of student services.

There was one faculty trainer, who was a full professor in the business division.

Three trainers were in their early 30's; one in the mid-30's; two in the early 40's; and one in the late 40's. Their service time ranged from one year to ten years.

There were four male and three female trainers. All were Caucasian.

Instrumentation

This instrumentation section consists of two parts. One deals with the Faculty Assessment Form, the other with the Student Self-Assessment Form.

All instruments were developed by the researcher based on materials and questionnaires in the Pfeiffer & Jones Series, 1972-1982. Each was pilot-tested with an appropriate set of faculty or students.

Faculty Assessment Form. The Faculty Assessment Form was given to faculty both prior to and following the leadership workshop. The form included four major subheadings: Communication; Conflict Resolution; Problem Solving; and Decision Making. Each of these four areas was divided into subsections that sought to obtain an understanding of how faculty judged student senators' performances on various committees.

Under "Communication", faculty were asked to judge students on their clarity of communication; listening habits; expression of feelings; and their sensitivity to the needs and interests of others.

In the subsection "Conflict Resolution", faculty were asked to indicate how they felt senators handled differences of opinion within a group setting; whether they felt students in their groups seemed comfortable with the role students were asked to play; how well students maintained positive attitudes in group settings; and, if conflict occurred, how well students constructively helped to resolve the conflicts.

In the "Problem Solving" category, faculty and administrators were asked to rate the quality of performance of the student

senators in their ability to work with groups to identify problems; ability to interact and "brainstorm" possible solutions; willingness to share in carrying out problem-solving alternatives; and ability to effectively evaluate problem-solving efforts.

Under the heading "Decision Making", they were asked to evaluate the students' ability to make sure everyone's suggestions were heard (carrying out the maintenance function in the group); active involvement in the decision-making process; ability to maintain proper/positive attitudes throughout decision making; and ability to abide by and carry out the decision made by the group.

Ratings of each item for each student were made using a scale of 1--7, where 1 = Poor and 7 = Excellent.

At the end of each subcategory, there was a place for faculty and administrators to make comments. At the end of the Assessment Form itself, there was a place for them to note any other changes in skills or attitudes they felt should be recorded which did not fall under the categories mentioned.

Pilot Test. Prior to the form actually being put into use, it was "pilot-tested" by faculty and administrators who had formerly been advisors on various standing committees or members of the college standing committees which included student members. These faculty and administrators were asked to make comments and suggestions, which they did both verbally and in writing, as to how the form could be changed to be more effective. The points they were asked

to consider included questions such as: Are the items listed relevant? Are they inclusive enough? Are the form layout and wording clear? (See Appendix A for a copy of the Pilot Test Form.)

After these comments and suggestions were noted, the form was reworked. The revised form was used for the pre- and post-testing, which took place with faculty and administrators on college and student standing committees prior to and following the mid-semester leadership training workshop. (See Appendix B for the Faculty Pre- and Post-Test Form.)

Student Self-Assessment Form. The Student Self-Assessment Form was actually two separate forms, one given prior to the workshop and one given after the workshop. The form given prior to the workshop was identical to the Faculty Assessment Form with the wording changed to reflect the students' ratings of themselves.

The Student Post-Assessment Form also included all items on the Pre-Assessment Form. These items were listed as Part I. Part II of the Post-Assessment Form included the following additional questions:

II A - In what ways has the leadership training given this past semester contributed to or hindered your development in the areas listed in Part I?

II B - Cite specific activities in the training that you found to be useful.

II C - In what ways might the workshop have been changed to

make it more effective to your needs?

The third section of the Post-Assessment Form included the following items which the students were asked to rate on a continuum from a high of "a great deal" to a low of "not at all". These items were included to see if leadership training had a self-perceived impact beyond possible skill development.

III A - To what extent did participation in the Leadership Training Workshop affect your confidence in serving effectively as a student senator?

III B - To what extent did participation...affect your competence in serving effectively as a student senator?

III C - To what extent did participation...contribute to relationships between you and other members of the senate?

III D - To what extent did participation...contribute to your overall enjoyment of being a student at Berkshire Community College?

III E - To what extent did participation...influence the value you place on being a college student?

III F - To what extent do you feel participation in this workshop has affected and influenced the interest you might have in serving in a leadership position once you have graduated from college?

(See Appendix C-1 and C-2 for the Student Pre- and Post-Assessment Forms.)

Pilot Test. There was a pilot test of the student form also, using sophomores who had been senators the previous year but who chose not to run in the 1982-83 academic year, and student club and organizational leaders from both the previous and present year. These students were asked to evaluate the form in the same manner as the faculty and administrators, and their suggestions and comments were incorporated where appropriate. (See Appendix A for Pilot Test Form.)

Procedure

Pilot-Testing. The samples, procedures, and results of the Pilot Test on the instruments were described in the Instrumentation section.

Once the pilot-testing had taken place, the necessary changes were made on the Student and Faculty Assessment Forms. The forms were then prepared for distribution to all faculty and administrators on college and student standing committees, and to all student senators.

Pre-Testing. Revised assessment forms were distributed to students and faculty the first week of October. Faculty and administrative forms were delivered personally by the researcher to individual offices, and the student forms were distributed during a student senate meeting. Reminder memos were sent to all faculty and

administrators reminding them of the deadline for returning the forms and thanking them for taking time from their busy schedules to complete the forms. It was necessary to make a few additional phone calls to get the remaining faculty and administrative forms back to the researcher. It also was necessary to send out reminders to a few delinquent student senators. However, all forms were completed and returned before the deadline.

The Treatment. In early November 1982, the actual Leadership Training Workshop took place at the Y.M.C.A. Conference Center in Silver Bay, New York. Those participating were 24 of the 29 student senators. The 24 participants included 13 of the 15 sophomore senators elected in late May of 1982, and 11 of the 14 freshman senators newly elected in early October 1982. The workshop was not mandatory for all student senators, but attendance was highly recommended and 82.7 percent of those eligible attended.

The workshop was conducted by the student senate advisor (this researcher) and four other members of the student services staff, and one faculty member.

The workshop's main goal was to teach leadership techniques in the areas of communication, conflict resolution, problem solving, and decision making. There was time at the start of the workshop for get-acquainted and ice-breaking exercises. There was time during the workshop for socializing and ample time before the workshop ended for summary and evaluation.

Between the end-of-workshop date and the end of the Fall semester, there were three follow-up sessions held at Berkshire Community College in the evening. In addition, time was set aside in weekly senate meetings to discuss some of the activities that occurred during the workshop and some which occurred during the follow-up sessions. A more detailed review of the training is given in Chapter 4.

Post-Testing. During the last week of the semester, post-tests were given to all student senators and faculty and administrators who took the pre-test. Students were given the post-test instrument in the next-to-last senate meeting of the semester and were asked to return the completed form by the next senate meeting. Three forms were not returned by the next meeting, which required follow-up telephone calls, but all forms were in the researcher's office by the end of final exam week.

Faculty post-testing forms were sent out at approximately the same time but only the faculty and administrative members of the student senate's standing committees (social affairs and finance) were able to return their forms prior to the end of the Fall semester. Both faculty and administrators on the educational policy committee and the advanced standing committee felt they had not had adequate time between the end of the workshop and the end of the semester to fairly judge students on any behavior changes, and they requested an extension into the second semester. The

extension was granted.

Reminder notices were sent to faculty and administrative representatives on the two college standing committees the fourth week into the Spring semester. Reminder memos were sent to a few delinquent faculty members. All forms were in the researcher's office by the middle of February, Spring semester, 1983.

Analysis

T-tests were performed on all numerical data of Part I. All written comments were compiled and categorized into similar responses. Data were reviewed to assess the acceptance of the hypotheses listed on Page 8 and restated below:

(1) Leadership skills such as communication, conflict resolution, problem solving, and decision making shown in committee meetings will increase significantly after participation in training workshops. This increase in skills will be noticeable to students themselves, advisors, and faculty members on standing committees.

(2) There will be an increase in positive feelings, for the majority of senators, about attending Berkshire Community College. There will be an increased favorable feeling about being a college student in general. Most senators will feel an increased knowledge and participation in leadership techniques outside of the student senate (i.e., in the community, in church organizations, civic

groups, etc.). And finally, at least some student senators will develop an interest in continuing in a leadership capacity after graduation, where the techniques and skills learned can be used in years to come, in future leadership positions.

The results of the statistical test and the content analysis of the open-ended responses are discussed in Chapter 5.

CHAPTER IV

WORKSHOP DESIGN

Introduction

The 1982-1983 Berkshire Community College Student Senate Leadership Retreat was held at the Silver Bay Association, Y.M.C.A. Lodge and Conference Center in Silver Bay, New York, from Thursday, November 11, 1982, through Saturday, November 13, 1982.

The overall coordinator for the workshop was Gary Lamoureaux, Assistant Dean of Students, Director of Student Activities, and the researcher for this dissertation.

Session facilitators were Jack Shea, Outdoor Programmer in Student Activities; Susan Pinsker, Coordinator of the Disadvantaged Student Program at B.C.C.; Susan Acciani, Counselor in the Student Development Center; Jeffrey Doscher, Director of the Student Development Center; and Alexandra Warshaw, Dean of Student Services. Also participating was Arnold Pisani, Associate Professor in the Business Department.

There were six major sessions given at the workshop, four dealing with the four leadership techniques discussed in this dissertation: communication; conflict resolution; problem solving; and decision making. The first session was centered around "get-acquainted", "ice-breaker", and New Games exercises.

The last session involved summary, evaluation, and student feedback on the overall workshop. A copy of the retreat schedule can be found in Appendix D.

Pre-workshop Meetings

Berkshire Community College has had some type of leadership training or workshops for the last ten years, so the idea of having this year's workshop was not new. Because of this past experience, initial research into and investigation of leadership workshops was limited, in that much of the material was already on file at B.C.C. There were six pre-workshop meetings.

Staff Pre-Workshop Meetings 1, 2, and 3: Organizational. The first meeting occurred within the first week of school, in early September 1982. Susan Acciani, who was a facilitator at the 1981 Leadership Retreat, was present. Discussion was general and concerned where this year's workshop might be held, when it should take place, and what types of training should occur. There was also time spent in talking about the types and numbers of facilitators needed. (This researcher wanted to be free to observe the sessions and not facilitate, in order to lessen the possibility of conflict of interest.)

The second meeting took place about a week later and continued the discussion as to the type of workshop to be held. A number of

possible workshop sites were considered and plans were made to investigate the feasibility of each. There was further discussion as to the facilitators needed, and the question was raised as to whether faculty members would be involved in this workshop.

Approximately a week and a half later, the third meeting took place. The Y.M.C.A. Conference Center in Silver Bay, New York, was chosen as the location. Decision was made as to the facilitators to be invited to participate in this workshop. There was discussion of the four major leadership areas to be included in the workshop, those being communication, conflict resolution, problem solving, and decision making. Time was taken to brainstorm ideas for the introductory and closing sessions.

Staff Meetings 4, 5, and 6: Developmental. The fourth meeting occurred in early October 1982. All facilitators who were to participate in the workshop were present. Time was spent in talking about the skills and leadership styles of each facilitator, and each was asked to consider the session or sessions for which he/she would like to be responsible. There also was discussion about other aspects of the workshop, i.e., food, sleeping arrangements, social activities, etc.

A week later a meeting was held to finalize plans as to who would facilitate the particular sessions.

At the final meeting in early November, each facilitator reviewed the information to be presented, indicated what areas of

help would be required from other facilitators, and described how his/her session would fit into the total goal of the workshop. Times for leaving B.C.C. and returning were confirmed, drivers of the college vans designated, and decisions were made as to who would be responsible for aspects of the workshop other than the actual leadership sessions.

Workshop

Session Number 1. After the initial flurry of arrival at the workshop site, checking in, and unpacking, the group was brought together in the main meeting area for some introductory comments. Introductions were made, and a pre-retreat survey was handed out.

The pre-retreat survey was designed to (1) give facilitators some information about the feelings or energy that existed in the group just prior to the actual workshop; (2) allow participants a chance to reflect on their thoughts and feelings before being swept into workshop activities; and (3) gather information for end-of-workshop discussion, to allow facilitators and participants to compare their pre-ratings to the information and experiences the workshop provided. A copy of the survey can be found in Appendix E.

When the pre-retreat survey was completed, everyone went outside and Jack Shea, B.C.C. Outdoor Programmer, facilitated some New Games and get-acquainted exercises. The purposes of the New

Games session were (1) to allow participants to interact in a safe atmosphere and build some common experiences; (2) to learn the names of everyone involved, participants as well as facilitators; (3) to relax and loosen up; (4) to provide some metaphors for topics to be discussed during later sessions; and (5) to enjoy the environment on the shores of Lake George.

During the two-hour introductory session, 16 New Game and get-acquainted exercises were presented and enjoyed by the group. These exercises varied to involve two people, the individual, the entire group, and any combination of participants and facilitators. A list of the exercises can be found in Appendix F.

Session Number 2: Communication. The facilitator for this session was Susan Pinsker, Coordinator of the Disadvantaged Student Program at B.C.C. Communication was presented first because all facilitators felt that knowledge gained in this session would better prepare people for the other topics, as well as make them better participants in those later sessions.

As mentioned in Chapter 2 of this dissertation, most people feel they are good communicators. The results of the Student Self-Assessment Form seem to bear this out, as the majority of the student senators rated themselves quite high in communication on this form.

The communication session was broken into four parts:

(1) general information about communication; (2) verbal and non-

verbal communication; (3) receiving of communication and various types of listening behaviors and hindrances to proper listening; (4) group communication, specifically dealing with content versus process in group communication. (See Appendix G.)

Session Number 3: Conflict Resolution. The facilitator for this part of the retreat program was Sue Acciani, a Personal Counselor at Berkshire Community College. A four-part structure was also used for this session. The first part was a general introduction to the whole area of conflict resolution. The second was an attempt to define exactly what conflict is, and the students were asked to participate in a word association exercise. The third part considered conflict management. A lecturette was given, and an exercise in conflict management was presented and then discussed by the entire group. The fourth part of this session considered conflict as a positive source. This was presented in lecturette form with encouragement for student participation. There was a question-and-answer period, and the session closed with a synopsis of conflict resolution and of the presentation. (See Appendix H.)

Session Number 4: Problem Solving. The section on problem solving was facilitated by Jeffrey Doscher, Director of Counseling at B.C.C. His presentation was broken into five parts. The first dealt with factors that enhance and inhibit the problem-solving process. Second was a discussion of problem-solving skills and how

these skills could be used in problem-solving issues. The third part of the presentation considered the general types of problem-solving situations confronting groups like the student senate. Besides talking about the problem-solving situation, the facilitator and the group discussed possible solutions to the situations being considered. The fourth area covered the major steps involved in the problem-solving process. The fifth section presented the problem-solving technique termed "brainstorming". The term was defined, and a group exercise followed which gave students an opportunity to relate what they had just learned from the lecture and to practice the brainstorming technique. (See Appendix I.)

Session Number 5: Decision Making. The facilitator for the session on decision making was Alexandra Warshaw, Dean of Student Services at Berkshire Community College. This session had four parts. It opened with introductory comments on decision making and then moved into a consideration of decision making in reference to leadership styles. The second part of the presentation concerned decision-making modes, and a group exercise was presented to help students understand the various modes used during the decision-making process. The third part dealt with decision making for teachers, and the facilitator listed and gave brief definitions of each procedure. The final part of the session presented actual ways to come to decision or consensus, and group gatherings. Two

exercises were given to provide practice in a decision-making process. (See Appendix J.)

Session Number 6. The final session took place on the last day of the workshop and was facilitated by Jack Shea, who had facilitated the opening session.

The pre-surveys were discussed, focusing on the ratings people had assigned themselves prior to the workshop for self-awareness, group processes, roles in groups, and understanding of leadership.

The difference between being in a leadership position and possessing the qualities of a leader were discussed.

Alexandra Warshaw then talked briefly on re-entry, explaining to the participants that although they had been involved in an intense, fulfilling experience for the past few days, there were students back at B.C.C. who had not been involved in the same experience. She cautioned everyone to understand the feelings of other people and not to expect total involvement with the ideas presented at the workshop by those who did not participate.

Lastly, Jack Shea led some closing games designed to allow the participants to end the retreat in a physical and playful way, and also to verbally share something of their experiences with the entire group. The titles and descriptions of the games can be found in Appendix K.

CHAPTER V

RESULTS

Overview

A total of 29 freshman and sophomore student senators completed two self-assessment forms. Copies of the Student Self-Assessment Form can be found in Appendix C-1 and C-2. One of these, the pre-assessment form, was completed prior to the mid-Fall semester leadership training workshop. The second, a post-assessment form, was completed prior to final exam week (the third week in December, 1982). In both forms, the students rated themselves on the four leadership qualities presented during the leadership training workshop, namely communication, conflict resolution, problem solving, and decision making. The forms included four self-assessment questions for each of the leadership qualities. In the post-test, students also responded to other questions of interest relating to outcomes of the training.

Faculty pre- and post-assessment forms were given to 19 faculty. A copy of the Faculty Assessment Form can be found in Appendix B. Faculty who worked with student senators on student and college committees were asked to rate the student leaders on the four leadership skills as demonstrated prior to the workshop and as shown after the workshop. Faculty items for measuring the

skills were the same as those to which students responded.

T-tests were done on all the numerical data, and tables prepared from the results. Each table shows the mean and standard deviation for the pre- and post-tests, correlation, degrees of freedom, and T-value. A minimum significance level was set at $P < .05$.

Four tables were prepared from the student pre- and post-assessment forms. Significant findings are discussed after the tables.

Following the student tables, written responses found on the Student Assessment Forms are summarized and discussed. There are very few responses on the students' pre-tests, but an extensive number appear on the student post-test forms. No written responses appeared on the faculty pre- and post-tests.

Four tables also were prepared from the pre- and post-assessment results for Faculty Assessment Forms. These are presented in the final section of the chapter and significant results are discussed.

Student Results

Section 1. The importance of the information found in Tables 1-4, which present data from the Student Self-Assessment Forms, lies in the fact that in only two areas is there a significant difference ($P < .05$) in the means for the pre- and post-assessments. The two

areas which show significance are the first item under Communication (Table 1) -- "Do you feel you communicate clearly?"; and the first item under Problem Solving (Table 3) -- "How effectively do you work with groups to identify problems?"

✓ It is not clear why these two questions were the only two that were significant. As mentioned earlier, there were few comments made on the student pre-test questionnaires, and the comments listed on the post-test questionnaires do not shed further light on these test results.

The comments listed on the students' pre-test forms can be found in Appendix L; all comments found on the students' post-test forms can be found in Appendix M.

Comments on the post-test section on communication such as, "While I don't say much, I feel when I do my point is understood"; "I like to come right to the point of discussion and clarify what's been said a little more efficiently than I do"; and "I know what I want to do, I just have a hard time saying it sometimes", seem to generalize those comments made on the post-test forms but fail to give any specific indication as to why there was a statistically /significant change in this communication question.

The second question showing significant change was in the area of problem solving and concerned the students' ability to work with groups to identify problems. The only student comments made on the post-test forms in the problem-solving area were, "Remaining objective is very important in this, not showing favoritism is also

TABLE 1

Student Self-Assessment Forms: Communication

Communicates Clearly

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.6	1.1	.35	28	2.2*
Post-Workshop	5.0	0.6			

Listens Effectively

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	5.7	0.8	.25	28	1.2
Post-Workshop	5.4	0.9			

Expresses Feelings

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.6	1.3	.51	28	1.5
Post-Workshop	5.0	1.4			

Shows Sensitivity

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	5.1	1.0	.30	28	0.8
Post-Workshop	5.3	0.9			

*P < .05

Otherwise not significant

TABLE 2

Student Self-Assessment Forms: Conflict Resolution

Effectively Handles Difference of Opinion

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.9	1.0	.43	28	0.9
Post-Workshop	5.1	0.9			

Comfortable in Group

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.9	1.2	.51	28	0.2
Post-Workshop	4.9	1.1			

Positive Attitude

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	5.3	1.0	.02	28	1.1
Post-Workshop	5.6	0.9			

Constructively Resolves Conflict

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.9	1.1	.50	27+	1.1
Post-Workshop	5.0	1.0			

*P < .05

Otherwise not significant

+Student failed to answer one or more questions

TABLE 3

Student Self-Assessment Forms: Problem Solving

Works with Group to Identify Problem

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	5.0	1.0	.29	28	2.5*
Post-Workshop	5.4	0.9			

Interacts and Brainstorms

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.9	1.2	.06	28	1.9
Post-Workshop	5.3	1.0			

Does Share in Carrying Out Alternatives

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.6	1.1	.29	27+	1.7
Post-Workshop	5.0	1.2			

Effectively Evaluates Effort

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.6	1.0	.14	26+	1.8
Post-Workshop	5.1	1.1			

*p < .05

Otherwise not significant

+Student failed to answer one or more questions

TABLE 4

Student Self-Assessment Forms: Decision Making

Makes Constructive Suggestions

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.8	1.4	.50	28	1.8
Post-Workshop	5.2	1.0			

Maintains Positive Attitude

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	5.1	0.9	.09	27+	0.3
Post-Workshop	5.2	1.0			

Makes Sure All Members Are Involved

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.6	1.2	.50	27+	0.7
Post-Workshop	4.8	1.5			

Cooperates in Carrying Out Decisions

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	5.1	1.1	.59	27+	0.0
Post-Workshop	5.1	1.0			

* $P < .05$

Otherwise not significant

+Student failed to answer one or more questions

very important"; "I think I can do this well"; and "It takes me a little time but I feel it's one of my better qualities". Once again, there seems to be little specific information in these comments to indicate why this question shows a statistically significant difference from the pre-test to the post-test questionnaires.

Though not statistically significant, the one item that showed a decrease in the mean is equally puzzling. Item 2 under Communication (Table 1) deals with listening effectively. As stated before, most people seem to feel they are better at communication than actual test scores prove them to be, and the researcher believes that this group of student senators tended to inflate their pre-test scores in this area, and from their training, may have started to develop a fuller appreciation of the difficulties of listening.

No items in the conflict resolution (Table 2) or decision making (Table 4) categories were found to be significantly different on pre- and post-test scores. The majority of the remaining tables do show a slight increase in the mean on the post-assessment form but the difference is not statistically significant. For two questions, the means on the pre- and post-assessment forms were identical. One question had a mean on the post-assessment form which was actually lower than on the pre-assessment form but, again, this difference was not significant.

There are several possible reasons why the stated hypotheses

were not fulfilled in other than two items in reference to the students' pre- and post-testing:

✓ (1) There is the possibility that the actual workshop was not effective and therefore did not significantly change most of the leadership qualities of the student senators. The training could have been particularly well done for those two skills where significance was found.

(2) A second possibility, which the researcher tends to believe but cannot prove, is that the student senators inflated their pre-test assessment form scores. The results of the student pre-test scores looked extremely high. If one were to view these self-assessments as accurate, the question might arise as to why there were problems in senate functioning or why these students needed a leadership training workshop at all.

Post-Test Section II and III Results. This researcher believes important information showing the benefits of the leadership workshop is found on the students' post-testing forms under Section II and Section III. Under Section II of the form, students were asked to break down their self-assessment into three specific areas. They were asked to rate themselves and make comments on six sub-questions under Section III.

Section II, Question A reads: "In what ways has the leadership training (workshop and follow-up sessions) contributed to or hindered your skill development in the four areas listed above?"

Comments such as the ones listed below give a good indication of how most of the students felt the leadership training contributed to their skill development in communication, conflict resolution, problem solving, and decision making. Some of the comments were:

✓ "In communications, I learned how to express what I think and I now listen better and understand what they have to say is important. Conflict resolution - I tried, but need help from others. Problem solving - I learned that I don't always have the best answer and someone else may have a better one. Decision making - like to make my own decisions but I found I like to do it in a group also."

"The leadership training has contributed to my own development in all four areas. I feel I can express myself more clearly while understanding others. I think more about the process of decision making and therefore I have a better idea of what I'm actually solving, and clearer resolutions."

"It helped me to listen more effectively, express my feelings. Also it gave me a better and clearer sense of what the group process is all about."

✓ "The workshops have proven effective. The training has allowed me to associate, work with, and accomplish many things with a young new group of people."

The entire list of comments under Section II A can be found in Appendix N. In the Appendix, you will notice that of the 24 participants, 22 wrote comments in Question II A and every comment mentioned ways the training had contributed to the individual's development. No one listed anything that hindered his/her skill development in the four leadership areas. That in itself would seem to indicate that students saw benefit in the training they received at the workshop. The positiveness of these comments stands in contrast to the lack of significant self-reports of

pre- and post-test skill differences in Section I of the questionnaires.

The question for II B reads: "Cite specific activities in the leadership training that you found particularly useful." A sample of some of the comments follows:

"It is hard to put in words, but I feel all the training definitely has made me a better person."

"Decision making. I now feel confident about making decisions. I no longer hesitate. Conflict resolution. I was made aware of how to handle conflicts through the use of very helpful examples."

"The small group activities were useful to me because I found out from observation what parts I play in a group and why I might play those parts. I felt that the session on communications was very effective for me because it pointed out problems in my communications that I didn't know existed."

"Problem solving. Making the squares without talking. When we walked on the rope from tree to tree -- trust. One on one activities helped me learn more about myself."

"Small group activities. The session on communications."

"Small group efforts compared to large groups. Enjoyed hearing thoughts and feelings of everyone else. The games and getting to know each other."

As is apparent from these sample responses to Question II B, all the students responding to this question felt very positive about the leadership training experience and felt they'd benefited greatly from it. It appears that not only did they feel they acquired necessary knowledge in the four skills areas emphasized, but many commented on how they had grown individually and benefited

personally from the experience. It is possible that the gains captured in these open-ended comments were not measured well by the sub-skills listed in Section I. Perhaps the gains lie in areas not measured by these sub-skills.

A complete list of the responses mentioning specific activities the students found useful can be found in Appendix N.

The third and last question under Section II asks: "In what ways might the workshop have been changed to make it more effective to your needs in the areas listed above?" Some sample responses are listed below; the remaining responses appear in Appendix N.

"Make the sessions a little shorter."

"I realize it was a workshop, yet I wish we could have had a little more free time to get to know each other outside the classroom setting."

"I thought the workshop was very effective the way it was. It wasn't formal at all, it was a nice warm atmosphere that made things run smoothly."

"Shorter sessions and possibly more of them. Overall I feel very pleased with the way the workshop was run."

"I think the workshops could have been more useful if they had not been so long. Perhaps they could have been two hours long instead of three."

"I felt as if the workshop was a great opportunity for me to discover a lot of things about myself, which was great. It provided me the chance to look at myself and realize things that need to be changed. For me, the workshop was very effective in fulfilling my needs."

The major constructive criticism seems to be the length of the sessions. It's important to note that it also was a consensus of

the facilitators that the sessions were (1) a little long; and (2) contained too much lecture and not enough active exercises.

Section III, Questions III A through III F would also seem to indicate the students felt they benefited in ways beyond specific skill development from the information obtained at the workshop and the subsequent follow-up sessions. On these particular questions, the students were asked to first rate each question on a continuum from 1 through 5, with 1 being a low of "not at all" and 5 being a high of "a great deal". They were also asked to make comments on each of the six questions. Comments for all six questions appear in Appendix O.

Question III A reads, "To what extent did participation in the leadership workshop and follow-up activities affect your confidence in serving effectively as a student senator?" Figure 1 shows that 60% of those responding to this question felt that their participation in the leadership workshop and follow-up sessions had a great effect on their confidence in serving effectively as a student senator; 27.6% felt it had some effect; and just over 10% said it affected them somewhat. Some of the comments made by the students were:

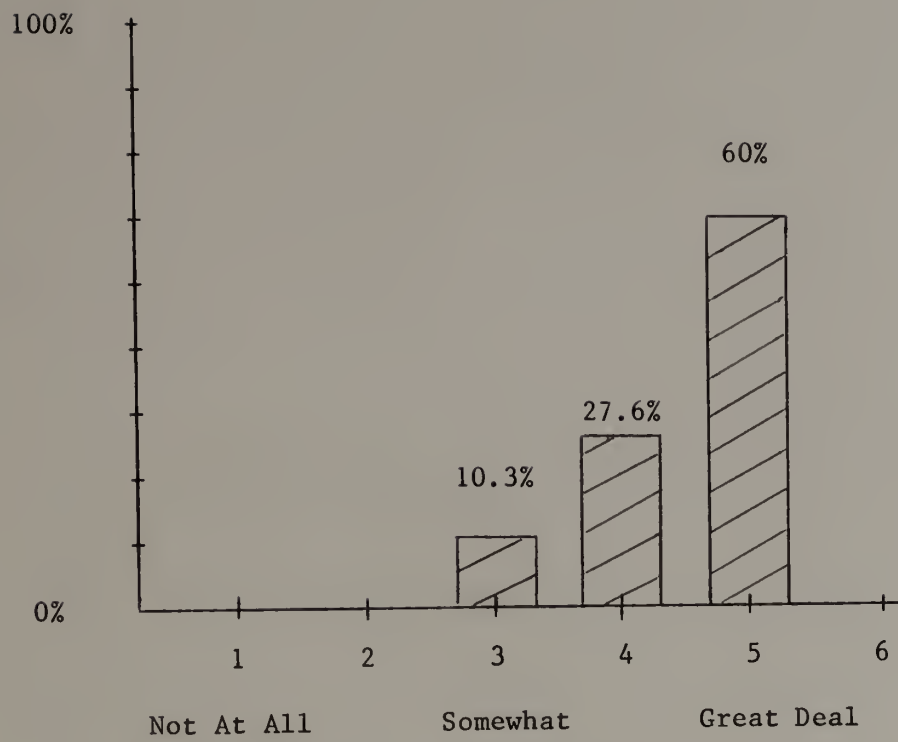
"I was able to see the kind of person I expected myself to be as I worked within in a group."

"I had a more optimistic outlook for the future."

"Follow-up sessions have increased group activity in shared workloads."

Question III B asks, "To what extent did participation in the

FIGURE 1. IMPACT OF TRAINING ON CONFIDENCE



leadership workshop and follow-up activities affect your competence in serving effectively as a student senator?" As was the case for the preceding question, over 50% of those participating rated III B at the highest level, 5 (a great deal). Four students, or 13.8%, felt it had only somewhat of an effect. And one person felt it had no effect at all. See Figure 2. The student who felt it had no effect wrote no comments, so there is no way to evaluate that student's response. Those students who felt the workshop had somewhat of an effect made comments such as:

"I don't think I made use of the information I gained as effectively as I could have."

Sample comments from those who felt the workshop and follow-up activities did have a positive effect include:

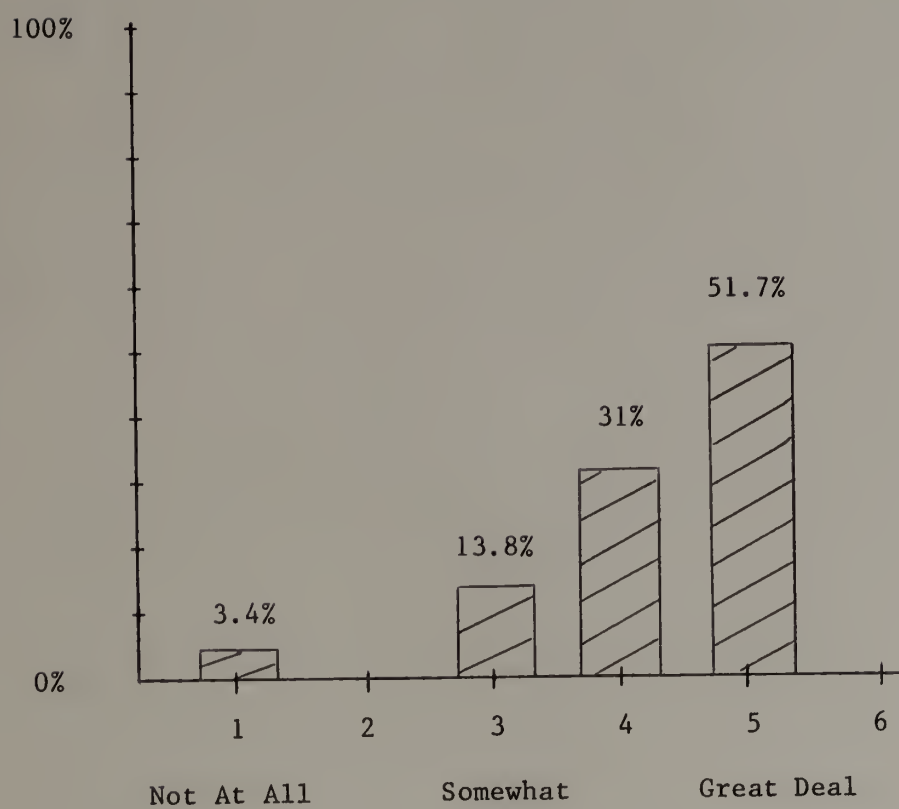
"I think in becoming more confident I also became more effective in my role as a leader."

"I have thought about our trip a great deal and now feel that school is only as good as the students make it."

"I think I had it in me but the workshop made it come out so that I could see it. That's where it needed to be. The workshop gave me confidence in myself."

With these comments and the remaining comments, listed in Appendix O, it becomes evident that the great majority of the students attending the leadership workshop found the sessions and the workshop as a whole very effective in regard to their perceived competence in serving as a student senator. These comments become more important in view of the fact that only two of the 16 questions asked in the pre- and post-assessment forms showed any

FIGURE 2. IMPACT OF TRAINING ON SELF-PERCEIVED COMPETENCE



statistical significance in regard to the effectiveness of the workshop.

The next question, III C, reads: "To what extent did participation in the leadership training workshop contribute to interpersonal relationships between you and other members of the senate?" This question, along with Question III D, had the highest response of "5's" of all questions asked. Just over 79% thought that the workshops and follow-up sessions had a great effect on their interpersonal relationships with other members of the senate. Only two senators responded that it had only an average, or somewhat of an effect, on their relationships with other senate members. Nine of those participating chose to make comments to Question III C, and sample comments follow:

"I have become close to over half a dozen people I never really knew until the workshop. I've been able to come close to people who weren't even there."

"I found out who they were, their interests, their weaknesses and their strengths, and they mine."

"In many ways I became more comfortable with all the senate members but in other areas, as you know, it made things a little harder."

As mentioned above, Question III D, along with III C, had the highest number of positive responses of the six questions asked in Section III. Question III D asks, "To what extent did participation in the leadership training workshop contribute to your overall enjoyment of being a student at Berkshire Community College?" All but one student (79.3%) thought it greatly contri-

FIGURE 3. CONTRIBUTION OF TRAINING TO INTERPERSONAL RELATIONSHIPS

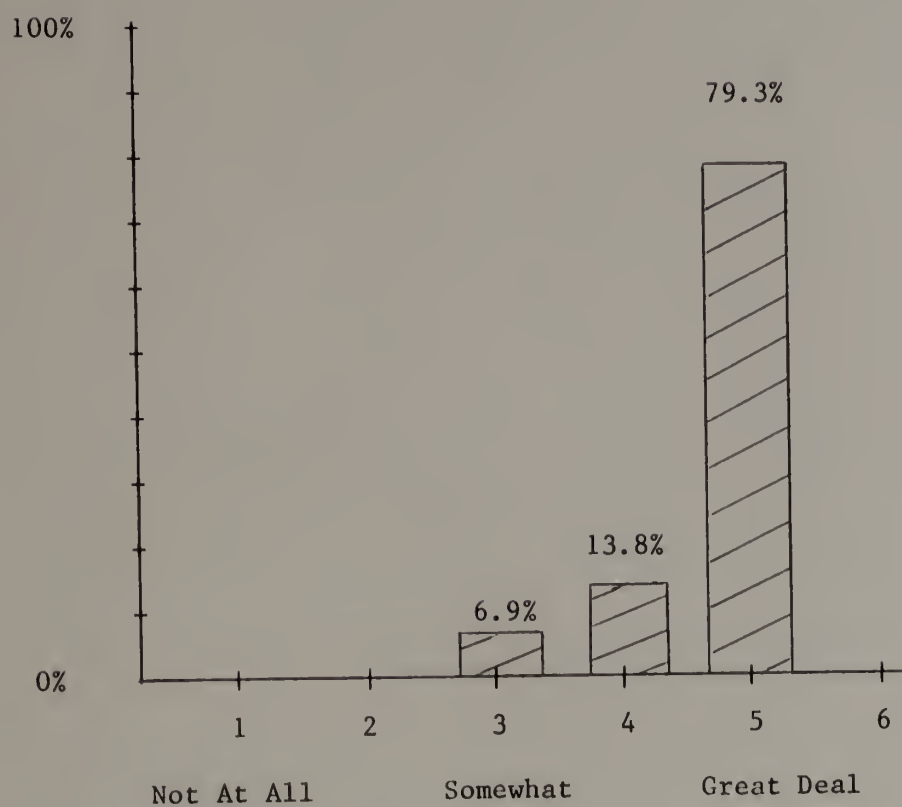
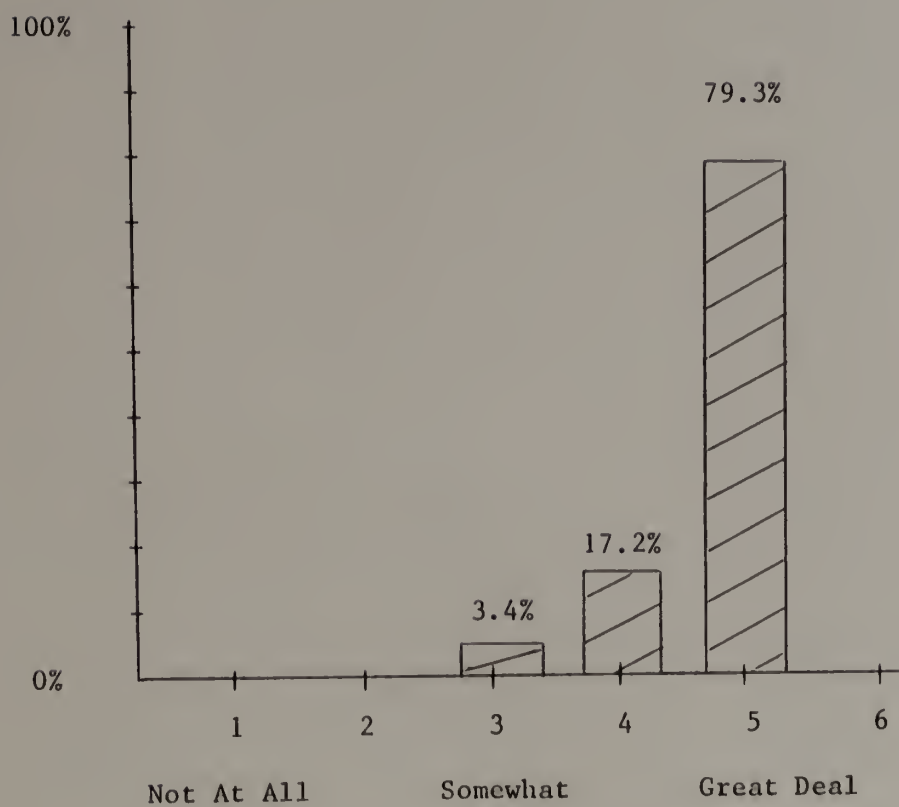


FIGURE 4. CONTRIBUTION OF TRAINING TO ENJOYMENT OF B.C.C.



buted to their enjoyment of being a student. That one student's comment was, "I still don't know if I like the college atmosphere, i.e., things are too loose, laid back too much." Comments from the other students include the following:

"It has got me involved with the school and the students and has given me new friends."

"Like I've heard before, it may well be your best experience at B.C.C."

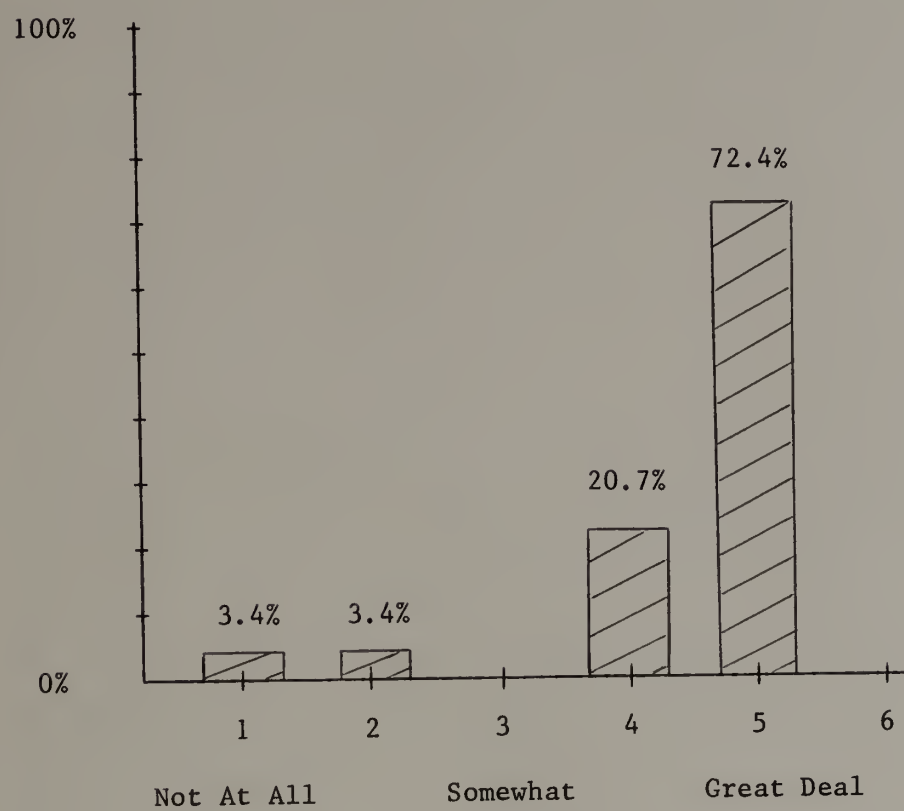
"I can't even begin to tell the great fun and especially personal growth I experienced at Silver Bay."

Question III E reads: "To what extent did participation in the leadership training workshop influence the value you place on being a college student?" This question also had a high response rate of 72% who felt the workshop influenced greatly the value they placed on being a college student, but there were two students who felt it didn't have an effect in relationship to influencing the value of being a student at B.C.C. Those two students failed to comment on this question; therefore there is no specific information available as to why they answered as they did. Nine students did make comments, all very positive, as evidenced by the following sample comments:

"Every day we face and resolve problems alone. Being on the senate allows me to lean on someone for support and advice as well as for laughter and good times."

"It has made me part of the group, getting closer to students in the senate. I feel part of the school, and I feel involved. I feel it has helped a lot."

FIGURE 5. CONTRIBUTION OF TRAINING TO VALUE OF BEING IN COLLEGE



"I've learned that there is a lot more to being a student in college than being a 'student' and the year that a student has at school is only as good as the student makes it."

The last question, III F, which was also the last question asked of the students on their post-assessment form, reads: "To what extent do you feel participation in the leadership training workshop will affect and influence the interest you might have in serving in a leadership position once you have graduated from college?" All but two of those responding felt that their participation would have a strong influence on their interest in serving in a leadership position after they left college. The two exceptions felt it would have only somewhat of an influence, not strongly positive nor negative. Figure 6 shows that 68.9% marked number 5, the highest, and no one ranked this question below a 3. This question also generated the most response in that 18 of the students made comments, samples of which follow:

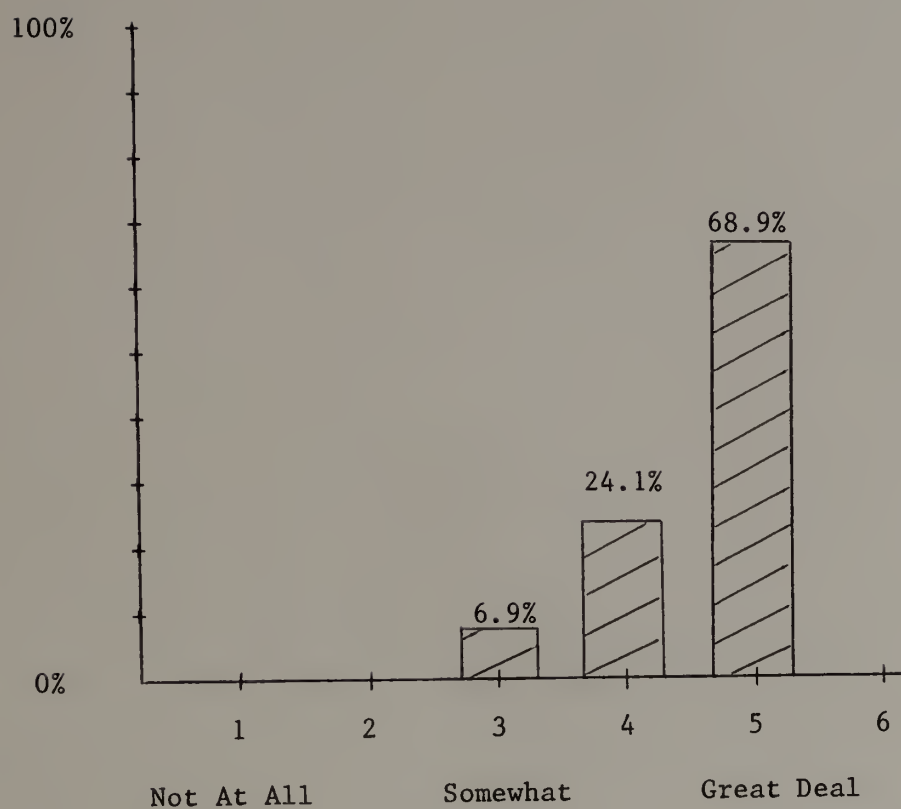
"I plan to continue to take on leadership roles for the rest of my life, and this experience has influenced me a great deal."

"I think it gave me some confidence in myself and that is always helpful. I think you have to have faith in God and yourself and a little luck and help from God to succeed in life."

"I think that participating in the leadership training workshop greatly affected the way I see and do things on the senate but I feel that being on the senate itself will ready me for future leadership positions, not the workshop."

Conclusion - Student Data. In conclusion, it seems that the

FIGURE 6. CONTRIBUTION OF TRAINING TO DESIRE FOR
FUTURE LEADERSHIP ROLES



statistical information on the students' pre- and post-tests shows no significant self-perceived change in the leadership behavior of students after the workshop except for the two skill areas mentioned, in communication and problem solving. But this researcher believes the benefits of the workshop are clearly shown in the comments to the questions and the number and strength of the positive responses to the three questions associated with Section II and the six questions associated with Question III. The results in Parts II and III suggest that the vast majority of students felt that the training had positive effects on their confidence in serving effectively on the senate; their competence in serving; their development of relationships; and their enjoyment in being a college student, specifically a student at Berkshire Community College. Even if training resulted in little self-perceived skill enhancement in the four areas, III B suggests at least some overall skill competence development was perceived by 96% of the group tested. The gain in this particular area and the other areas mentioned in Sections II and III would still warrant doing the training. The responses to Section III as listed in Appendix O show that the workshop was effective for most students in some important dimension even though not in the specific skills in the four areas under study. For these students, the training could be called "highly effective" and it greatly benefited those in attendance. These results show a strong need to continue leadership training for student senators as well as other interested

students, with at least the same, if not a greater, commitment from the institution in terms of both personnel and financial resources. They also seem to indicate a need for greater emphasis on the specific skills and probably for a longer formal training program.

Faculty Results

The results of the faculty pre- and post-assessment forms are found in Tables 5-8. Unlike the student assessment forms, where all student senators answered almost all the questions asked, on the faculty assessment forms, there were a number of questions the faculty failed to answer. The most notable omissions dealt with student senators' ability to constructively resolve conflict; evaluating problem-solving efforts effectively; and sensitivity to making sure all members of groups were involved. Because faculty did not comment on any of the questions, it is difficult to conclude exactly why these three questions produced the largest number of non-responses. The feeling of the researcher is that most faculty and administrators felt they were unable to judge the students effectively on these questions and so chose not to respond. Most of the college and student committees at Berkshire Community College deal most of the time with minimally stressful issues; therefore it would probably have been difficult for faculty to answer the question concerning constructively resolving conflict and the one on evaluating problem-solving efforts effectively. The

TABLE 5

Faculty Assessment Forms: Communication

Communicates Clearly

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.1	0.9	.70	100	11.16*
Post-Workshop	4.8	0.7			

Listens Effectively

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.4	1.0	.69	100	9.03*
Post-Workshop	5.1	0.8			

Expresses Feelings

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	3.8	0.9	.69	100	11.40*
Post-Workshop	4.6	0.9			

Shows Sensitivity

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.3	0.8	.74	96+	8.10*
Post-Workshop	4.8	0.9			

* $P < .05$

Otherwise not significant

+ Some faculty failed to answer one or more questions

TABLE 6

Faculty Assessment Forms: Conflict Resolution

Effectively Handles Difference of Opinion

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	3.9	0.8	.72	95+	12.13*
Post-Workshop	4.6	0.8			

Comfortable in Group

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.0	1.0	.61	100	9.63*
Post-Workshop	4.8	0.9			

Positive Attitude

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.5	0.8	.67	100	8.27*
Post-Workshop	5.1	0.9			

Constructively Resolves Conflict

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	3.4	1.0	.65	92+	10.72*
Post-Workshop	4.3	0.9			

* $P < .05$

Otherwise not significant

+ Some faculty failed to answer one or more questions

TABLE 7

Faculty Assessment Forms: Problem Solving

Works with Group to Identify Problem

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.2	0.9	.66	100	9.02*
Post-Workshop	4.8	0.9			

Interacts and Brainstorms

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.3	0.9	.66	100	9.20*
Post-Workshop	5.0	0.9			

Does Share in Carrying Out Alternatives

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.1	1.0	.68	96+	8.35*
Post-Workshop	4.7	0.9			

Effectively Evaluates Effort

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	3.5	0.9	.66	90+	9.32*
Post-Workshop	4.2	0.8			

* $p < .05$

Otherwise not significant

+ Some faculty failed to answer one or more questions

TABLE 8

Faculty Assessment Forms: Decision Making

Makes Constructive Suggestions

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.1	0.9	.69	99+	10.12*
Post-Workshop	4.8	0.9			

Maintains Positive Attitude

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.5	0.8	.68	99+	9.17*
Post-Workshop	5.1	0.9			

Makes Sure All Members Are Involved

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.2	0.9	.70	95+	7.78*
Post-Workshop	4.7	1.0			

Cooperates in Carrying Out Decisions

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	3.9	1.0	.75	92+	6.96*
Post-Workshop	4.4	0.9			

* $P < .05$

Otherwise not significant

+ Some faculty failed to answer one or more questions

question dealing with the senators' sensitivity to making sure all members of groups are involved might have had number of non-responses because most students on the college committees tend to be listeners and watchers and not to be active in discussions, at least until it comes to voting. Some faculty have referred to students as being "quietly active" in some of the groups on which they serve.

✓ When looking over the statistical information found in Tables 5-8, it will be seen that all 16 questions asked of the faculty brought about statistically significant results. This is an important observation when compared to the student results, which show only two questions statistically significant. (It should be noted here that the faculty data were put into the computer twice, the second time with the researcher's input omitted. This was done to see if the results would differ significantly or if there was indeed possible rater bias. As can be seen from the information in Appendix P, all 16 questions once again show statistically significant differences in the mean with the researcher's information omitted.)

✓ A review of the mean differences on the Faculty Assessment Forms shows that the least difference between pre- and post-workshop means occurs with three questions. One is a communication question dealing with sensitivity (Table 5); two are questions from the section on decision making (Table 8), one having to do with all members of the group becoming involved in the decision-making

process and the other concerning cooperation in carrying out decisions. Because there were no written responses on the faculty forms, it is hard to analyze just why a lesser increase in student skill was perceived on these items, but the researcher tends to believe that it is the result of the "quietly active" student role referred to earlier. If this faculty description of the students' role on their committees is correct, then most students would have had few opportunities to exhibit these particular skills in the committee setting.

The greatest mean difference occurred with the conflict resolution question concerning constructive resolution of conflict. That would appear to be somewhat contradictory to what has already been said; however, a look at the pre-workshop mean shows it was the lowest of any of the 16 questions. Consequently, students who came back feeling more sure of themselves and more assertive, even though they might still tend to be quietly active in a group, might produce a larger increase in terms of faculty perceptions of their skills. It is also important to note that even though this question produced the greatest difference, the post-workshop mean was next to the lowest of the 16 questions asked.

Conclusion - Faculty Data. It is this researcher's belief that the faculty responses, especially on the pre-test questions, were much more of an honest assessment of the students' skill levels than were the students' responses. A review of both the student

and faculty tables shows that faculty pre-workshop means were lower on every one of the 16 questions asked. As stated earlier, the researcher's belief is that the students tended to inflate their pre-test scores and became more honest or accurate in their assessment only after the workshop and in filling out the post-assessment forms.

It probably should be mentioned here that there is the chance of faculty inflating their post-assessment scores in order to please the researcher. However, with the orientation given to faculty prior to filling out the pre-assessment forms and again prior to completing the post-assessment forms, it is believed that the faculty took their ratings seriously and responded according to how they saw the students participating and reacting in their committees.

Student and Faculty Comparison

There are a few observations worth noting when comparing the information found in Tables 1-4 (Student Self-Assessment Forms) and Tables 5-8 (Faculty Assessment Forms).

The first observation is that on all 16 questions, faculty mean scores tend to be significantly lower than the students' mean scores. This occurs not only with the pre-workshop scores but also the post-workshop scores. Assuming that the faculty scores were indeed a fairly accurate assessment of the students in their

groups, then the conclusion would ratify what has been said earlier, that the students did indeed inflate their scores, especially initially. Further indication of this might be the fact that the mean differences between the faculty and student pre-workshop scores show a much greater difference than do the post-workshop scores.

Another significant difference seems to be that the average mean difference between the students' pre- and post-test results is .2, whereas on the faculty forms it calculates to almost .7 between the pre- and post-test results. This would indicate that the faculty saw a greater change in the students' ability to deal with the leadership values and skills presented at the workshop than did the students themselves. Items with the greatest student-reported pre- and post-test differences were not the same as faculty items with the greatest differences.

Summary

In summary, in looking initially at just statistical data, it would certainly appear that the faculty and not the students felt that the leadership training workshop had a positive impact on the students' performance in the four leadership skill areas presented, these being communication, conflict resolution, problem solving, and decision making. Refuting the statistical data for students is the inference to be drawn from the students' comments about the

workshop and the effects they believe it had on them. In those responses, the students very clearly showed they felt the workshop did help them in developing leadership skills in the four areas mentioned. They also clearly indicated an increase in feelings of both confidence and competence in being a student senator, an increase of positive feelings about attending Berkshire Community College and about being a senator. The responses also showed that most senators felt an increased knowledge and participation in leadership techniques outside of the senate, and at least some student senators responded positively concerning an interest in continuing in a leadership capacity after graduation where the techniques and skills learned could be used in future leadership positions.

CHAPTER VI

REVIEW AND IMPLICATIONS OF THE STUDY

Overview

This study was undertaken to see what effect a leadership training program would have on a group of individual student senators in relation to their behavior in college committees and in the senate. Because there has been very little written on leadership training at the college level specifically relating to community college students, much of the initial planning and organizing was done using information obtained through trial and error and from what literature was obtained while attending conferences and workshops.

A number of limitations occurred while developing this study. These included the small size of Berkshire Community College and its student senate; lack of a control group for comparison studies; and the fact that the average age of the study group was just over 19 years, an age where emotional and mental growth tends to be quite fast and just going to college plus infiltration of other outside stimulus might influence the outcome.

Another limitation surfaced during the review of the results, and this was the fact that some committees did not meet that often during the course of the semester. Therefore, faculty in some

cases did not feel they could accurately rate students on those committees in relationship to certain of the questions being asked. Consequently, there were a small number of questions that faculty did not answer. This might also have had something to do with faculty not making comments with regard to the various questions presented on the assessment forms.

Review of Statistical Findings

In review of the statistical findings, we see that all faculty results show significance while student results found only two questions to be significant. Although statistical information is important in studies such as this, the written responses by the students turned out to be more noteworthy and more helpful in viewing the student-perceived effectiveness of the workshop. The student statistical findings were difficult to interpret; the written comments were more complete. Based on faculty data and the students' written responses, the workshop proved to be quite successful.

The results were not totally satisfying to the researcher. All the statistical information acquired was beneficial in itself; however, as already stated, the student statistical data were difficult to interpret and a blend of these with the students' written subjective responses tended to give a more complete picture than did either of these presented alone.

It is believed that the students themselves felt the workshops were

worthwhile and beneficial, and that the faculty saw an increased level of involvement from students on their committees following the leadership training workshop.

Follow-up Regarding the Student Subjects

Of the 24 students who participated in the studied leadership workshop, nine have since transferred to four year universities. Eight returned to Berkshire Community College; three of these are serving in leadership positions on the student senate; four others were unable to remain on the senate for academic reasons; one chose to leave the senate to work full time on the college newspaper. The remaining seven senators participating in this study have left college; five were graduating sophomores, two were freshmen who chose to work full time instead of returning to college.

The 1983-84 student senate is remarkably different in terms of student demographics. The study group averaged just over 19 years of age and all were single. The new group of senators averages close to 24 years of age and includes four married students, one widow, two who are divorced, and 19 who are single. With the exception of the student from Trinidad who listed herself as Indo-Eurasian, the study group students were Caucasian. In the new group of student senators, two list themselves as Indo-Eurasian, one is Asian, two are Blacks. It is hard not to speculate about the many possible differences that might have

occurred with this particular senate as compared to the student senate group that was studied last year.

Implications for Future Research

Based on the limitation of information available in the area of leadership training for community college students and on the results of this study's assessment forms, it would seem that there is a great need for future research. An increasing number of community college senates are now taking part in leadership training, and an increasing importance is being placed on such training at both regional and national conferences and seminars. This would seem to indicate that in the near future, many more studies showing implications and effects of such research will be available to those working with student groups at all levels, but especially at the community college level. As industry and the private sector concentrate more and more on human resource development, more information of use to the educational sector may also become available.

Implications for Student Leadership Training

The first implication is that there seems to be a need for pre-workshop meetings with senate individuals so they may be orientated more effectively toward the goals and objectives of the

workshop. The pre-workshop meetings could also emphasize some of the history of leadership training and some of the results of testing all aspects of society on leadership techniques. The effectiveness of these pre-workshops might tend to offset the naïveté and ignorance brought to the workshops by young students and the apparent likelihood that many of these students might tend to inflate their scores, as seemed to be the case in this study.

✓ A second implication seems to be the dilemma in determining which leadership qualities to include in a leadership training workshop. Topics such as assertiveness training, values clarification, the whole area of oppression, would seem to be highly beneficial and possibly just as effective as the four leadership qualities (communication, conflict resolution, problem solving, and decision making) taught at the Berkshire Community College leadership workshop. There may not be a "right" answer to this question. Professionals at B.C.C. debated long and hard on what techniques would be taught, and this seems to be a national and continuing debate with those schools which are initiating leadership training workshops. This researcher believes that to teach college students any of the leadership techniques is extremely beneficial but that most listings of important leadership skills tend to ignore one major, vital area: attitude. Students can be taught to better communicate, be more efficient in problem solving, and more effectively make group decisions; but if their

/

general attitudes toward the opposite sex, toward people of another color or of a different religious or political persuasion still are based on ignorance or prejudices, then no matter how well they have learned leadership skills and techniques, they still will not be effective leaders in our society.

✓ A third implication centers around the need for follow-up sessions to the workshop and for ongoing training. It has been indicated by too many workshop leaders that students are positively affected by the leadership experience but that this lasts only a matter of weeks once they are back on campus. Furthermore, before the end of the second semester the behavior of many has regressed to some of the same negative practices as were exhibited prior to the workshop. This would seem to indicate the need for constant reinforcement over a period of months with ongoing training and continuous follow-up, in order for the learning to be more effective and become a normal part of the individual's character makeup.

Conclusion

From this study, it appears that leadership training can be developed which enhances student skills in selected areas and their perceptions of their college experience. Leadership training is an important process not only as it affects student leaders in colleges and universities but, taking the long view, as it affects

future leaders of this country and society in general. Effective leadership training would include not only particular skills and techniques, as was the case in this study, but should also include education directed at the broadening of knowledge and understanding so as to overcome prejudices. Such all-encompassing training does not seem too ambitious an educational goal, considering the amount of misunderstanding, hatred, prejudice, and violence in the world and the fact that effective leadership training could only mean a better world for all mankind.

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APPENDIX A

PILOT-TEST ASSESSMENT FORM

ASSESSMENT FORM

Rate the quality of performance of the student senators on your committees in the following leadership areas:

A. Communication

(1) Clarity of communication

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

(2) Listens effectively

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

(3) Expresses his/her feelings

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

(4) Sensitivity to needs of others

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

PILOT-TEST ASSESSMENT FORM - Page 2B. Conflict Resolution

- (1) Effectively handles differences of opinion

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

- (2) Feels comfortable with his/her role in group

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

- (3) Maintains positive attitude in group

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

- (4) Ability to constructively resolve conflict

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

PILOT-TEST ASSESSMENT FORM - Page 3C. Problem Solving

- (1) Ability to work with group to identify problem

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

- (2) Ability to "interact" and "brainstorm" possible solutions

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

- (3) Does his/her share in carrying out problem-solving alternatives

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

- (4) Effectively evaluates problem-solving effort

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

PILOT-TEST ASSESSMENT FORM - Page 4D. Decision Making

- (1) Ability to make constructive suggestions to the decision-making process

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

- (2) Maintains positive attitude throughout decision-making process

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

- (3) Sensitive to making sure all members of group are involved in decision-making process

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

- (4) Effectively carries out decision made by group

Excellent		Good		Fair		Poor
7	6	5	4	3	2	1

Comments:

PILOT-TEST ASSESSMENT FORM - Page 5

Note any other changes in skills and attitudes not listed above:

APPENDIX B

FACULTY PRE- AND POST-ASSESSMENT FORM

FACULTY PRE- AND POST-ASSESSMENT FORM

Rate the quality of performance of the student senators on your committees in the following leadership areas:

A. Communication

(1) Clarity of communication

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

(2) Listens effectively

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

(3) Expresses his/her feelings

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

(4) Sensitivity to needs of others

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

FACULTY PRE- AND POST-ASSESSMENT FORM - Page 2B. Conflict Resolution

- (1) Effectively handles differences of opinion

Excellent	Good	Fair	Poor	
7	6	5	4	3
				2
				1

N/A

Comments:

- (2) Appears comfortable with his/her role in group

Excellent	Good	Fair	Poor	
7	6	5	4	3
				2
				1

N/A

Comments:

- (3) Maintains positive attitude in group

Excellent	Good	Fair	Poor	
7	6	5	4	3
				2
				1

N/A

Comments:

- (4) Ability to constructively resolve conflict

Excellent	Good	Fair	Poor	
7	6	5	4	3
				2
				1

N/A

Comments:

FACULTY PRE- AND POST-ASSESSMENT FORM - Page 3C. Problem Solving

- (1) Works with group to identify problem

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (2) "Interacts" and "brainstorms" possible solutions

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (3) Does full share in carrying out problem-solving alternatives

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (4) Evaluates problem-solving effort effectively

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

FACULTY PRE- AND POST-ASSESSMENT FORM - Page 4D. Decision Making

- (1) Makes constructive suggestions to decision-making process

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1
				N/A

Comments:

- (2) Maintains positive attitude throughout decision-making process

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1
				N/A

Comments:

- (3) Is sensitive to making sure all members of group are involved in decision-making process

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1
				N/A

Comments:

- (4) Cooperates in carrying out decision made by group

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1
				N/A

Comments:

FACULTY PRE- AND POST-ASSESSMENT FORM - Page 5

- (1) Overall, to what extent have you seen a change in the quality of the student's participation on this committee?

Great Improvement Some Improvement No Change

9 8 7 6 5

Some Deterioration Great Deterioration N/A

3 2 1

Comments:

- (2) List any other changes or noteworthy skills and attitudes not listed above:

APPENDIX C-1

STUDENT ASSESSMENT FORM

PRE-TEST

STUDENT SELF-ASSESSMENT FORM

Pre-Test

Rate the quality of performance you feel you possess on the Senate and Standing Committees in the following leadership areas:

A. Communication

(1) Communicate clearly

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1
				N/A

Comments:

(2) Listen effectively

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1
				N/A

Comments:

(3) Express feelings

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1
				N/A

Comments:

(4) Sensitive to needs of others

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1
				N/A

Comments:

STUDENT SELF-ASSESSMENT FORM (Pre-test) - Page 2B. Conflict Resolution

(1) Handle differences of opinion effectively

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1

N/A

Comments:

(2) Comfortable with own role in group

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1

N/A

Comments:

(3) Maintain positive attitude in group

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1

N/A

Comments:

(4) Ability to constructively resolve conflict

Excellent	Good	Fair	Poor	
7	6	5	4	3
			2	1

N/A

Comments:

STUDENT SELF-ASSESSMENT FORM (Pre-test) - Page 3C. Problem Solving

- (1) Work with group to identify problem

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (2) "Interact" and "brainstorm" possible solutions

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (3) Do full share in carrying out problem-solving alternatives

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (4) Evaluate problem-solving effort effectively

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

STUDENT SELF-ASSESSMENT FORM (Pre-test) - Page 4D. Decision Making

- (1) Make constructive suggestions to decision-making process

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (2) Maintain positive attitude throughout decision-making process

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (3) Sensitive to making sure all members of group are involved in decision-making process

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (4) Cooperate in carrying out decision made by group

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

STUDENT SELF-ASSESSMENT FORM (Pre-test) - Page 5

Note any other changes in skills and attitudes not listed above:

APPENDIX C-2

STUDENT ASSESSMENT FORM

POST-TEST

STUDENT SELF-ASSESSMENT FORM

Post-Test

Rate the quality of performance you feel you possess on the Senate and Standing Committees in the following leadership areas:

A. Communication

(1) Communicate clearly

Excellent	Good	Fair	Poor	
7	6	5	4	3
				2
				1
				N/A

Comments:

(2) Listen effectively

Excellent	Good	Fair	Poor	
7	6	5	4	3
				2
				1
				N/A

Comments:

(3) Express feelings

Excellent	Good	Fair	Poor	
7	6	5	4	3
				2
				1
				N/A

Comments:

(4) Sensitive to needs of others

Excellent	Good	Fair	Poor	
7	6	5	4	3
				2
				1
				N/A

Comments:

STUDENT SELF-ASSESSMENT FORM (Post-test) - Page 2B. Conflict Resolution

(1) Handle differences of opinion effectively

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

(2) Comfortable with own role in group

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

(3) Maintain positive attitude in group

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

(4) Ability to constructively resolve conflict

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

STUDENT SELF-ASSESSMENT FORM (Post-test) - Page 3C. Problem Solving

- (1) Work with group to identify problem

Excellent	Good	Fair	Poor
-----------	------	------	------

7	6	5	4	3	2	1	N/A
---	---	---	---	---	---	---	-----

Comments:

- (2) "Interact" and "brainstorm" possible solutions

Excellent	Good	Fair	Poor
-----------	------	------	------

7	6	5	4	3	2	1	N/A
---	---	---	---	---	---	---	-----

Comments:

- (3) Do full share in carrying out problem-solving alternatives

Excellent	Good	Fair	Poor
-----------	------	------	------

7	6	5	4	3	2	1	N/A
---	---	---	---	---	---	---	-----

Comments:

- (4) Evaluate problem-solving effort effectively

Excellent	Good	Fair	Poor
-----------	------	------	------

7	6	5	4	3	2	1	N/A
---	---	---	---	---	---	---	-----

Comments:

STUDENT SELF-ASSESSMENT FORM (Post-test) - Page 4D. Decision Making

- (1) Make constructive suggestions to decision-making process

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (2) Maintain positive attitude throughout decision-making process

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (3) Sensitive to making sure all members of group are involved in decision-making process

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

- (4) Cooperate in carrying out decision made by group

Excellent		Good		Fair		Poor	
7	6	5	4	3	2	1	N/A

Comments:

STUDENT SELF-ASSESSMENT FORM (Post-test) - Page 5

Note any other changes in skills and attitudes not listed above:

II.

- A. In what ways has the leadership training (workshop and follow-up sessions) contributed to or hindered your skill development in the four areas listed above?

- B. Cite specific activities in the leadership training that you found particularly useful:

1. _____
2. _____
3. _____
4. _____

Please explain what made them useful (e.g., new ideas, chance to practice skills, observation of how others behave, etc.)

- C. In what ways might the workshop have been changed to make it more effective to your needs in the areas listed above?

STUDENT SELF-ASSESSMENT FORM (Post-test) - Page 6

III.

- A. To what extent did participation in the leadership training workshop and follow-up sessions affect your confidence in serving effectively as a Student Senator?

Great Deal		Somewhat		Not At All
5	4	3	2	1

Comments:

- B. To what extent did participation in the leadership training workshop and follow-up sessions affect your competence in serving effectively as a Student Senator?

Great Deal		Somewhat		Not At All
5	4	3	2	1

Comments:

- C. To what extent did participation in the leadership training workshop contribute to interpersonal relationships between you and other members of the Senate?

Great Deal		Somewhat		Not At All
5	4	3	2	1

Comments:

STUDENT SELF-ASSESSMENT FORM (Post-test) - Page 7

III. (continued)

- D. To what extent did participation in the leadership training workshop contribute to your overall enjoyment of being a student at B.C.C.?

Great Deal		Somewhat		Not At All
5	4	3	2	1

Comments:

- E. To what extent did participation in the leadership training workshop influence the value you place on being a college student?

Great Deal		Somewhat		Not At All
5	4	3	2	1

Comments:

- F. To what extent do you feel participation in the leadership training workshop will affect and influence the interest you might have in serving in a leadership position once you have graduated from college?

Great Deal		Somewhat		Not At All
5	4	3	2	1

Comments:

APPENDIX D

1982-83 STUDENT SENATE LEADERSHIP RETREAT

S C H E D U L E

1982-1983 STUDENT SENATE LEADERSHIP RETREAT

S C H E D U L E

Thursday, November 11

10:00 a.m.	Leave B.C.C. (Paterson Parking Lot)
12:30 p.m.	Arrive Lake George - lunch (fast food)
1:30 p.m.	Leave Lake George
2:00 p.m.	Arrive Silver Bay YMCA Lodge and check in
2:30- 4:30 p.m.	Session #1 - INTRODUCTIONS, GET-ACQUAINTED & SURVEY Leader: Jack Shea
4:30- 5:30 p.m.	Free Time
7:00-10:30 p.m.	Session #2 - COMMUNICATION Leader: Susan Pinsker

Friday, November 12

8:00- 9:00 a.m.	Breakfast
9:00-12:30 p.m.	Session #3 - CONFLICT RESOLUTION Leader: Susan Acciani
1:00- 2:00 p.m.	Lunch
2:30- 4:30 p.m.	Group socializing time Coordinator: Jack Shea

1982-1983 STUDENT SENATE LEADERSHIP RETREAT -
SCHEDULE - Page 2.

Friday, November 12 (continued)

5:00- 6:00 p.m.	Dinner
7:00-10:30 p.m.	Session #4 - PROBLEM SOLVING Leader: Jeff Doscher

Saturday, November 13

8:00- 9:00 a.m.	Breakfast
9:00-12:30 p.m.	Session #5 - DECISION MAKING Leader: Alexandra Warshaw
12:30- 1:30 p.m.	Lunch and check out of rooms
1:30- 3:00 p.m.	Session #6 - SUMMARY, EVALUATION & FEEDBACK Leader: Jack Shea
3:00 p.m.	Leave Silver Bay YMCA Lodge
6:00 p.m.	Arrive B.C.C.

1982-1983 STUDENT SENATE LEADERSHIP RETREAT -
SCHEDULE - Page 3.

SESSION LEADERS

Gary Lamoureaux	Assistant Dean of Students, Over-all Coordinator
Susan Acciani	Counselor
Jeff Doscher	Director of Counseling
Susan Pinsker	Coordinator, Resource Program
Arnold Pisani	Professor of Business
Jack Shea	Outdoor Programmer
Alexandra Warshaw	Dean of Student Services

LOCATION OF RETREAT

SILVER BAY ASSOCIATION
YMCA LODGE - CONFERENCE CENTER
SILVER BAY, NEW YORK
(518) 543-8833

APPENDIX E

PRE-RETREAT SURVEY

PRE-RETREAT SURVEY

The purpose of the Pre-Retreat Survey was to (1) give the facilitators some information about the feelings and energy that existed in the group just before the workshop started; (2) allow participants a chance to reflect on their thoughts and feelings before being swept into the workshop activities; (3) give some information that could be discussed at the end of the workshop to allow facilitators and participants to compare their prior ratings to the information and experiences the workshop provided.

Apple or Orange

Number 1-10

A State

1. One word that tells how you feel.
2. One word that tells how you wished you felt.
3. Number of people in the group whom you feel you know and could talk to about something you felt was important.
4. One word about what kind of experience you expect to have in the next three days.

PRE-RETREAT SURVEY - Page 2.

Rate yourself 1 - 10 on the following:

5. Awareness of yourself in a group.
6. Understanding of group processes.
7. Knowledge of different roles in a group.
8. Knowledge and understanding of leadership.
9. (A) Write a concise sentence about what you want to achieve during this retreat.
(B) Write a concise sentence about what you want this group to achieve in the next three days.

APPENDIX F

INTRODUCTORY AND GET-ACQUAINTED EXERCISES

INTRODUCTORY AND GET-ACQUAINTED EXERCISES

Duo-Stretch. In pairs. Purpose: stretch; ice-breaker. Lock arms back to back, partners take turns stretching each other over their backs.

Energy Ball. Single. Purpose: energizer. Take a series of imaginary and progressively larger and heavier balls and lift them high over head and cram them into your center with appropriate noise.

Sword Fight. In pairs. Purpose: ice-breaker; warm-up. Imaginary swordfight where participants try to stab each other with index fingers while their hands are clasped together.

Stand-Off. In pairs. Purpose: ice-breaker; competitive. Participants stand face-to-face with hands in front of them and try to knock each other off balance by striking hands.

Name Game. Whole group. Purpose: learn names. Progressive name game where one person says own name, next person says own name and first person's name, and so on; mistakes switch direction of naming.

INTRODUCTORY AND GET-ACQUAINTED EXERCISES - Page 2.

Butt-Off. In pairs. Purpose: de-inhibitizer. Stand back-to-back, 6 inches apart; on "go", participants try to "butt" each other off balance.

Incorporations. Varies. Purpose: creativity; ice-breaker. Facilitator calls out different formations or activities that include different numbers of people to perform.

Group Get Up. 2 to 8. Purpose: warm up; competitive. Pairs lock arms back-to-back and sit down together, then on "go", all pairs attempt to stand up; pairs join to do it in fours; fours join; and so on.

Knots. Groups of 8-10. Purpose: problem solving; cooperation. Groups stand shoulder-to-shoulder, facing inward, with hands outstretched; on "go", everyone grabs each other's hands and then the group tries to untie the existing tangle without letting go of hands.

Marathon Hum. Whole group. Purpose: de-inhibitizer. All participants begin humming together to see who can last the longest.

INTRODUCTORY AND GET-ACQUAINTED EXERCISES - Page 3.

Cooperative Falling. Pairs. Purpose: build trust. Participants stand face-to-face, hands up, and fall toward each other, touching hands; they then repeat, getting farther and farther apart.

Trust Circle. Groups of 10. Purpose: trust; cooperation.

Participants stand shoulder-to-shoulder in circle, facing inward; volunteer stands stiffly in middle with eyes closed, and falls, being caught and pushed (gently) back toward the center.

Birthday Line-Up. Whole group. Purpose: communication; problem solving. Participants line up according to birthdate (month, day) without talking. Time limit.

Height Line-Up. Whole group. Purpose: communication; problem solving. Participants line up according to height without talking and with eyes closed.

INTRODUCTORY AND GET-ACQUAINTED EXERCISES - Page 4.

British Bulldog. Whole group. Purpose: energizer. Two

"bulldogs" begin in middle of playing area while rest of group runs from one line to another. Bulldogs capture people who then become other bulldogs. Game progresses until everyone is captured.

Yurt Circle. Whole group. Purpose: cooperation. Group forms large hand-in-hand circle; on command, every other person leans in while others lean out.

Debriefing. Feed-back.

INTRODUCTORY AND GET-ACQUAINTED EXERCISES

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APPENDIX G

COMMUNICATION

COMMUNICATION

I. Information. Communication is the sending of a message from one person to another. A complete communication transaction involves a sender and a receiver of the message. EXCHANGE OF INFORMATION. Thus, communication involves sending behaviors and receiving behaviors.

Expressing and Listening. Good communication skills involve good expressive and good listening skills.

A. INFO--sensory/facts/behavior vs. what they mean as we interpret them (objective vs. subjective).

B. How we feel about them.

II. Sending Information.

SENDER	encoding	MESSAGE	decoding	RECEIVER
decoding		FEEDBACK	encoding	

Sending and receiving are continuous. We are always sending and receiving simultaneously. As I speak to you now, I am sending and receiving, just as you are.

A. Non-verbal: communication does not only go on the verbal level.

1. Kinds

- a. body position - orientation
- b. posture
- c. gestures
- d. face and eyes - expressions; looking away vs. at, staring
- e. voice - emphasis (I love you); inflection; tone; speed; pitch; pauses; volume; "para-language"
- f. touch - love; anger; tenderness
- g. clothing

COMMUNICATION - Page 2.

- h. distance - exercise: dyads -- converse from 10 feet or more; -- 1 inch apart; now slowly back to comfortable distance. Intimate = touching - 18". Personal = 18" - 4' with friends. Social = 4' - 12', business, etc. Public = 12' and +.
- i. territory - owning objects and space; privacy; status; how we maintain what is ours
- 2. We are always giving off messages non-verbally. You cannot not behave. We are always sending information about ourselves even when we don't intend to. But people pick up on these unintentional messages and make interpretations and assumptions about us based on them.
- 3. Non-verbal transmits feelings, not thoughts.
Dyads: try these non-verbal:
 - You're tired
 - You're in favor of capital punishment
 - You're attracted to someone in the group
 - You believe in Darwin's theory of evolution
 - You are angry at someone in group
- 4. Non-verbal can: (who can show us?)
 - a. repeat (directions)
 - b. substitute (ugh!)
 - c. compliment
 - d. accent or emphasize
 - e. regulate (indicate when I'm done talking)
 - f. contradict (double message) - and non-verbal can carry more weight - CONGRUENCE
- 5. Non-verbal is ambiguous - clues, not facts.
- B. Verbal - think back in INFO (1). Sense data and interpretations to deliver a clear message we must separate.
 - 1. Sensory data
 - 2. Interpretations - past experience; assumptions; expectations; knowledge; current mood.

COMMUNICATION - Page 3.

Exercise - dyad: remember a time when you observed someone's behavior and interpreted it without checking it out. With partner, try to figure out alternative hypothesis.

3. Feelings - hard to identify because we are taught to repress and deny.

Exercise - dyad: tell feelings you had in last few days. Share inner and outer signs - physical, etc. Explain what you did with the feeling. Did you ignore it, deny it, deal with it, learn from it? What happened? Were you satisfied with the outcome? Share list of feelings generated by group. When to share feelings:

- a. What if you keep quiet? Will silence encourage the continuation of an unpleasant situation or the end of a satisfying one?
- b. What is the probable result of speaking out? Would it stop unpleasant behavior or make it worse? Maintain a pleasant situation or stop it?
- c. Is it worth just getting it off your chest?

4. Consequences

- a. How the behavior affects me.
- b. How the behavior affects you.
- c. How the behavior affects others.

5. Intentions - where you stand, what you want, or how you plan to act.

Exercise - tryad: share message you wish to send to another; use all 5 pieces; help each other compose.

COMMUNICATION - Page 4.

III. Receiving Communication

A. Not listening

1. Pseudo-listening
2. Stage-hogging
3. Selective listening
4. Insulated listening
5. Defensive listening
6. Ambushing
7. Insensitive

B. Listening behaviors

1. Questions
2. Advising
3. Judging + or -
4. Analyzing
5. Supporting
6. Active listening
 - a. simple reflection or rephrasing
 - b. interpretative reflection
 - (1) summary or themes
 - (2) elucidate feelings not being spoken

IV. Group Communication

A. Content vs. Process

1. Content = subject, task, work at hand.

COMMUNICATION - Page 5.

2. Process = how group is interacting; what is happening between and to members; morale; feeling; tone; atmosphere; influence; participation; leadership struggles; conflict; competition; cooperation.

Exercise: Fishbowl

Capital punishment

Legalize marijuana

COMMUNICATION - Page 6.

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Personal Communications (3rd Edition). New York: Holt,
Rinehart & Winston, 1979.

APPENDIX H

CONFLICT RESOLUTION

CONFLICT RESOLUTION

I. Introduction

What do we want to know about conflict? Regarding conflict and groups, there are two basic questions:

- (1) Is conflict essential for group productivity, growth and creativity?
- (2) Do groups blindly work through conflict, or can a general process be distinguished?

Conflict between and among individuals, groups, organizations, and nations pervades our society. Definitions of conflict cover a wide range and usually include such dimensions as conditions, perceptions, emotions, behavior, and outcome.

A. What causes conflict?

1. Differences of opinion and rationale
2. Threats and change
3. People's actions
4. Differences in value systems
5. Miscommunication
6. Competition

B. What are your definitions of conflict?

Conflict will be defined today as a process that begins when one of the parties involved in the interaction perceives that another has frustrated, or is about to frustrate, one of his/her needs or concerns. By viewing conflict in this way -- considering the diversity of people's values, attitudes, beliefs, motives, and goals -- it is no wonder that conflict is so pervasive. Given the potential for real or perceived frustration of some need or concern, opportunities for conflict are abundant, and conflict is inevitable.

C. Word Association Exercise

Comments: Was it difficult to put down words in Column #2 if we used a "negative" word in Column #1? Same words in both columns?

CONFLICT RESOLUTION - Page 2.

Word Association Exercise

	<u>1st Reaction</u> <u>Column #1</u>	<u>Positive Use</u> <u>Column #2</u>
1.	Criticism:	
2.	Opposition:	
3.	Conflict:	
4.	Controversy	
5.	Dispute:	
6.	Disagreement:	
7.	Discrepancy:	
8.	Discord:	
9.	Divergence	
10.	Argument:	
11.	Contention:	
12.	Debate:	
13.	Confrontation:	

CONFLICT RESOLUTION - Page 3.

II. Conflict Management

A. Dyadic Sharing Exercise Goals

1. To identify and share reactions to ways of dealing with conflict.
2. To explore new ideas about managing conflict.

As I mentioned before, everyone is involved in some type of conflict at one time or another, and most people have evolved their own methods of dealing with conflict. By sharing and discussing these methods, we can identify conflict-management techniques from which all can benefit.

B. Exercise - Lecturette: Conflict Management Styles by Martin B. Ross

C. Which style to use

D. Conflict management style survey

E. Guidelines for managing conflicts and controversies

1. Choose the right time for discussion of the conflict or controversy. Have you allowed adequate time for a thorough discussion? Are all members and opposing views present?
2. Aim for a creative, productive and successful solution to the problem. A win/lose strategy will not engender better relations between factions.
3. Encourage full participation among all members involved. Feelings and ideas should be expressed openly and honestly without defensiveness. Listening to hear rather than listening to answer will promote the norm that everyone's ideas and opinions have respect and value.
4. Aim criticism at ideas and actions, not at people. Keep personalities and personal attacks out of disagreements.

CONFLICT RESOLUTION - Page 4.

5. Present all differing points of view and seek solutions to same. Equal time for exploration of all ideas is required.
6. Work from an equal power base of all group members. Evaluate contributions on soundness and feasibility rather than on who proposed them.
7. Maintain a moderate level of tension throughout the discussion. A low tension level may indicate a lack of interest or urgency. A high level of tension may distort communication and block successful solutions. A member's maximum ability to integrate and use information occurs at a moderate level of tension.
8. Respect the confidentiality of every member, and be nonjudgmental.
9. Accept and enjoy each other as unique individuals.
10. Arrive at group goals, objectives, and evaluations together. PEOPLE SUPPORT WHAT THEY HELP TO CREATE.

CONFLICT RESOLUTION - Page 5.

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Management". Annual for Facilitators, Trainers and
Consultants. San Diego, Calif.: University Associates,
Inc., 1982.

APPENDIX I

PROBLEM SOLVING

PROBLEM SOLVING

I. Problem Solving

A. Creativity

1. Factors that enhance
2. Factors that inhibit

Judgments, solutions, criticisms and other potential communication barriers can affect trust and understanding.

Creativity is facilitated best when PEOPLE FEEL COMFORTABLE enough to SHED INHIBITIONS and are willing to take REASONABLE RISKS. (Perhaps getting foolish.) [Ice-breakers.]

The concept of creativity in problem solving refers to the ability to GO BEYOND DAILY HABIT AND ROUTINE in vision and perception.

Creativity goes past the obvious and into the REALM OF THE UNIQUE. (Not all solutions require unique ideas.) (Don't re-invent the wheel.)

People tend to generate their CREATIVE RESOURCES in one of two ways:

- (a) UNDER STRESS
(time deadlines; group pressure;
difficult to reach goals; dire
consequences) (gets juices flowing)
- (b) LOOSENED UP or feel uninhibited
(spontaneous play; deep relaxation;
impulsive interaction)

Individual vs. group can have a profound effect.

B. Problem-solving skills

The ability to be a more effective problem solver means the ability to do the following:

PROBLEM SOLVING - Page 2.

1. Recognize problems when and where they exist. Awareness is the key!
2. Anticipate developing problems while they are still in an embryonic stage.
3. Determine an objective or goal (results when problem solved).
4. Generate several possible solutions to the problem.
5. Evaluate systematically the possible solutions against a set of predetermined criteria and thus lead to an effective, appropriate solution. Based on facts and evidence: what is it that I want to achieve?
6. Plan for the implementation of the solution in an organized manner. Touch base with others who are affected.
7. Evaluate the results of the solution and monitor for future problems.

C. Types of Problem Solving

Three general types of problem-solving situations that confront people:

1. Analytic - it's specialized. It involves a situation in which there is only one correct answer or result. Example: math problem.
2. Judgmental - offers a limited choice of alternatives. The decision involves the exercise of judgment. Example: choice between two options (one seen as good, the other as bad). There is no absolute, correct answer. The range of solutions is relatively narrow (2 or 3 alternatives).
3. Creative Problem Solving - used 90% of the time. Use it when there are no absolute answers.

PROBLEM SOLVING - Page 3.

Range of alternatives is very broad. Key idea is to select from a wide range of possible alternatives the most appropriate solution. Examples: dissatisfied with my current job, want to make better use of skills, greater satisfaction, more money ... improving student life on campus ... unhappy with Forum.

Creative problem-solving skills allow the problem solver to pick the MOST EFFECTIVE SOLUTION to the problem today, and to be aware at the same time that CHANGING CONDITIONS may dictate a different solution tomorrow.

D. Decision Making and Problem Solving

1. Brainstorm ideas about cooperation
2. Broken Squares:
non-verbal problem-solving exercise.¹

Decision making is part of the problem-solving process. Before decision making takes place, the process of PROBLEM IDENTIFICATION and the development of MULTIPLE ALTERNATIVES or solutions must occur.

The confusion between decision making and problem solving arises in part because individuals think of a problem-solving situation in decision-making terms. Example: "Should I fire this worker for his poor performance, or should I keep him on?"

1. Decision-making process
"In what ways might I do something about this employee's poor performance?"
2. Problem-solving process
Looking for more than one alternative

¹ Structured Experience Kit. University Associates, Inc., San Diego, California, 1980, International Authors, GTB-PS/A-2-1.

PROBLEM SOLVING - Page 4.

KEY DIFFERENCE - problem solving involves the consideration of a NUMBER OF POSSIBLE SOLUTIONS. Can easily include others. A manager can easily involve others in problem solving around a specific situation and still retain the decision-making response.

E. Problem-solving Process

1. Linear approach

2. Random approach

- a. Problem awareness - catch problems early. Small ones are easier than large ones. ("Problem signals")

Ask questions: "What's going on here?" "What would I like to change?" "What's wrong?" "What's bugging me?" Increased awareness of potential problems will result.

- b. Information gathering - need in order to sharpen and focus understanding before defining the problem.

Ask questions: "Who? What? Where? When? How? (Gather historical data.)

You must be CAREFUL TO SEPARATE FACTS FROM ASSUMPTIONS.

- c. Problem definition - after information gathering, you must ask, "What does this information tell me?"

LOOK BEHIND THE APPARENT PROBLEM to some of the UNDERLYING FACTS AND CAUSES. You can separate symptoms, or second-level problems, from the key problem. State the key problem in the following manner: "In what ways might I . . . ? Keeps you looking for additional ways to solve the problem. If you state, "My problem is . . . ? -- tendency to lock mentally onto the first solution that comes to mind.

PROBLEM SOLVING - Page 5.

- d. Goal statement - problem solving is BASED UPON A MOTIVATION TO CHANGE some thing or condition. Process can be erratic, ineffective, frustrating when the goal of the problem solving is not clear. Specify some goal or result that is desired when the problem is solved. Goal is not written in stone ... can be modified later. SHOULD INCLUDE SOMETHING AGAINST WHICH TO MEASURE PROGRESS. Example goal statements: to reduce employee X's typing errors by 15% in the next 90 days ... to increase the # of students voting in student senate election by 20% the next election.
- e. Solution generation - multiple solutions. Important - SUSPEND JUDGMENT ... USE IMAGINATION. Both important tools, but ... the appropriate place for using judgment is after the alternatives have been developed.
- f. Solution selection - JUDGMENT IS APPLIED! Avoid a "pet" solution, or an impulsive, inconsistent manner. More systematic approach:
 - list all possible solutions
 - develop a list of key criteria by which the solutions will be judged (example: time, cost, effectiveness, acceptance)
 - using a numerical scale, rate each idea against a specific criterion (example: 4 = excellent ... 1 = poor)
- g. Implementation planning - to be effective, a SOLUTION MUST HAVE TWO CHARACTERISTICS
 - (1) high quality
 - (2) acceptable to the people using it

PROBLEM SOLVING - Page 6.

Process of implementation becomes even more important. You must consider:

-who will be affected by solution

-who will support solution

-who will resist solution

You must gather support. Ask for ideas; keep them informed.

- h. Evaluation - problem-solving process never really ends. You must determine whether or not the solution has done what was intended.

-IF NOT: new problem awareness.

-IF EFFECTIVE: the change may generate new problems.

The evaluation should be some form of feedback (verbal or numerical) that measures key information regarding changes in the problem situation.

F. Problem-solving Techniques

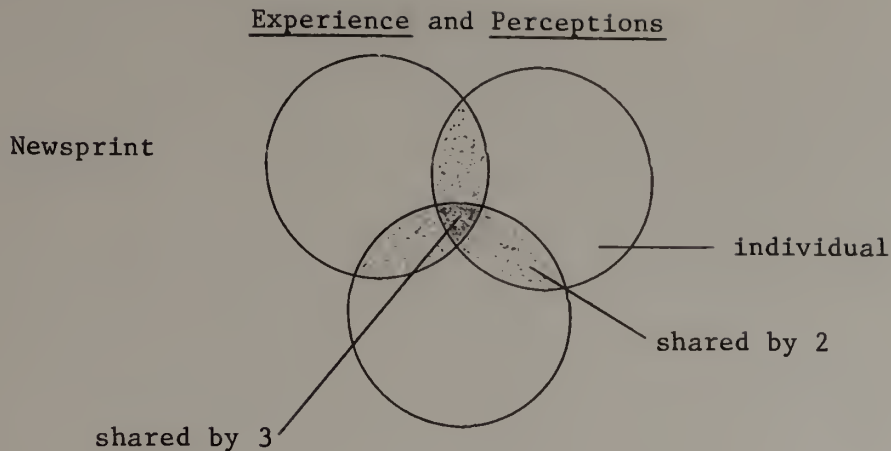
1. Brainstorming

Developed 30 years ago.

By bringing together into one problem-solving environment people with diverse backgrounds and experiences, the number and kinds of possible solutions to a problem are greater.

- a. SYNERGISTIC EFFECT - each stimulating the ideas of the others.

PROBLEM SOLVING - Page 7.



Rules: Must have a leader - gives facts, records solutions, keeps group on track.

- (1) Rule out judgments
- (2) Strive for quantity
- (3) Create ideas - the wilder, the better - innovate
- (4) Hitchhike - play off someone else's idea

II. Group Problem Solving

A. Joe Doodlebug

Group problem-solving exercise ²

III. Summation and Wrap-up

² Structured Experience Kit, University Associates, Inc., San Diego, California, 1980, International Authors, Joe Doodlebug, GTB-PS/A-6-1

PROBLEM SOLVING - Page 8.

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APPENDIX J

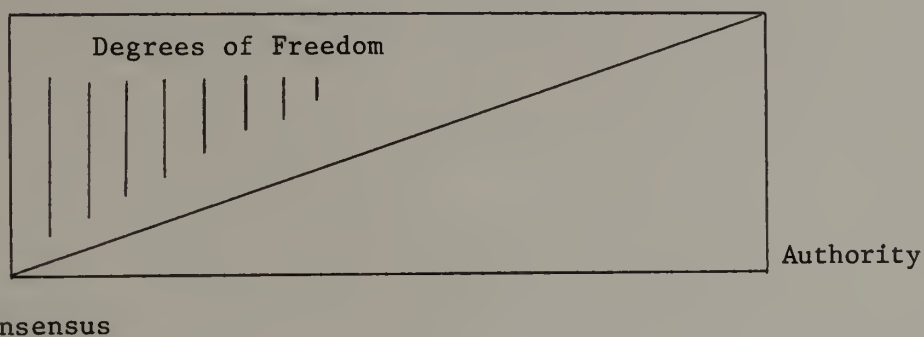
DECISION MAKING

DECISION MAKING

I. Decision Making

A. Leadership styles for decision making

1. Telling: the leader makes the decision autonomously, announcing only its substance.
2. Selling: the leader makes the decision autonomously but provides rationale to encourage others to go along with it.
3. Testing: the leader makes a tentative decision and elicits reactions before deciding finally and autonomously.
4. Consulting: the leader elicits input before making the decision and explains how input was used or why it was ignored.
5. Joining: the leader asks others to take an equal part in decision making and agrees to go along with what the group decides.
6. Abdicating: the leader lets others make the decisions either by delegating the responsibility or by default.



- B. Horse problem: A man buys a horse for \$50.
 He sells it for \$60.
 He buys it back again for \$70
 and sells it for \$80.
 How much profit, if any, does the man make?

DECISION MAKING - Page 2.

1. Process

Members of the group are asked to call out their answers. Their answers usually include "0" - "10" - "20" - "30" - "40" - and "We don't have enough information to make a decision."

Participants then are asked to go to different corners of the room to meet in groups with those whose position is the same as theirs. They are asked to select a team leader and each group then sends a team leader into the center of the floor to argue their position. There is no coaching from the sidelines, but any group may call for a recess when they so desire. Throughout the process, anyone who changes his/her mind may leave the present group and join the group which seems to have the right answer. When the facilitator feels that the process has gone far enough, some of the following may take place:

- (a) Different team leaders will be asked to repeat the argument of another team leader to the satisfaction of that person.
- (b) The most vocal group might be told that the answer is incorrect. It is then interesting to watch the dynamics of that group to see if any participants move to another group.
- (c) General facilitating in the area of communication skills is then appropriate.

The correct answer is \$20 --

<u>Outlay</u>	<u>Intake</u>	
\$50	\$60	\$140
+ \$70	+ \$80	= - \$120
<u>\$120</u>	<u>\$140</u>	\$ 20

C. Decision-making Modes

- 1. Decisions made by a single person or by a minority.

DECISION MAKING - Page 3.

2. Decisions based on the ability of a majority to overrule a minority.
3. Decisions based on acquiescence and support of the total group after discussion and debate.

D. Consensual Process

1. All members can paraphrase the issue under consideration to show they understand it.
2. All members have a chance to voice their opinions on the issue.
3. Those who continue to doubt or disagree with the decision are nevertheless willing to give it a try for a prescribed period of time without sabotaging it.

Consensus does not mean that everyone agrees or even that the decision represents everyone's first choice; it means that enough people are in favor of it for it to be carried out and that those who remain doubtful nonetheless understand it and will not obstruct its implementation.

E. Decision-making Styles

1. Plopping. A person's proposal goes unnoticed by others, as when Joe says, "I think we should introduce ourselves" and no one does.
2. Self-authorizing. A person's proposal is implemented only by that person, as when Lee says, "I think we should introduce ourselves. My name is Lee House."
3. Handclasping. A person's proposal is immediately implemented by one other person, as when Joe says, "I think we should introduce ourselves," and Lynn responds, "My name is Lynn Hale."
4. Vetoing. One person explicitly denies a proposal made by another, as when Pete says, "I don't agree," after John proposes that people ought to introduce themselves, and no one else sides with the proposal.

DECISION MAKING - Page 4.

5. Majority-Minority Voting. The decision is made when a specified percentage of persons indicate support or rejection of the proposal.
6. Surveying. All are is polled to determine where they stand on a proposal; may be done as a straw ballot or for a vote.
7. Consensus Testing. Similar to surveying but with genuine exploration to test for opposition to determine whether those opposed will go along or feel the need to sabotage the decision.

F. Instructions for consensus

Consensus is a decision process for making full use of resources and for resolving conflicts creatively. Consensus is difficult to reach, so not every ranking will meet with everyone's complete approval. Complete unanimity is not the goal -- it is rarely achieved. But each individual should be able to accept the group rankings on the basis of logic and feasibility. When all group members feel this way, you have reached consensus as defined here, and the judgment may be entered as a group decision. This means, in effect, that a person can block the group if he/she thinks it necessary; at the same time, this option should be used in the best sense of reciprocity.

Here are some guidelines to use in achieving consensus:

1. Avoid arguing for your own rankings. Present your position as lucidly and logically as possible but listen to the other members' reactions and consider them carefully before you press your point.
2. Do not assume that someone must win and someone must lose when discussion reaches a stalemate. Instead, look for the next most acceptable alternative for all parties.
3. Do not change your mind simply to avoid conflict and to reach agreement and harmony.

DECISION MAKING - Page 5.

When agreement seems to come too quickly and easily, be suspicious. Explore the reasons, and be sure everyone accepts the solution for basically similar or complementary reasons. Yield only to positions that have objective and logical foundations.

4. Avoid conflict-reducing techniques such as majority vote, averages, coin flips, and bargaining. When a dissenting member finally agrees, don't feel that this person must be rewarded by having his or her own way on some later point.
5. Differences of opinion are natural and expected. Seek them out and try to involve everyone in the decision process. Disagreements can help the group's decision because, with a wide range of information and opinions, there is a greater chance that the group will find a better solution.

G. Occupational Prestige in the United States (Exercise)

The following sheet of instructions can be used in the same way as the preceding exercises, as an exercise in consensus. The numbers in parentheses are the correct rankings and should not appear on the sheet given to the participants at the outset.

Instructions. In 1963, the National Opinion Research Center at the University of Chicago conducted a study of the prestige according to ninety occupations. A national sample of the American adult population was interviewed, and each person interviewed was asked for his/her personal opinion of the general standing of each job. Below is a list of fifteen occupations included in this study. Your task is to rank these in the same order of prestige as did the sample of the American public. Place the number 1 by the occupation you think was ranked as most prestigious by the national sample; place the number 2 by the second most prestigious occupation; and so on through the number 15, which is your estimate of what the American public thought to be the least prestigious of the fifteen occupations.

DECISION MAKING - Page 6.

Priest	(8)
Nuclear Physicist	(2)
Author of Novels	(11)
Banker	(9)
Member of the Board of Directors of a large corporation	(7)
Carpenter	(15)
Owner of a factory that employs about 100 people	(10)
Physician	(1)
Electrician	(13)
Lawyer	(5)
Architect	(6)
College Professor	(4)
Official of an International Labor Union	(12)
State Governor	(3)
Undertaker	(14)

Below is an alternate list of occupations taken from the same source as the above:

Banker	(6)
U.S. Representative in Congress	(2)
Public School Teacher	(8)
Railroad Engineer	(11)
Sociologist	(7)
Musicians in a Symphony Orchestra	(10)
Dentist	(3)
Radio Announcer	(14)
Insurance Agent	(15)
Minister	(4)
U.S. Supreme Court Justice	(1)
Farm Owner and Operator	(12)
Policeman	(13)
Airline Pilot	(5)
Building Contractor	(9)

DECISION MAKING - Page 7.

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APPENDIX K

CLOSING GAMES

CLOSING GAMES

The final set of games was used to allow participants to end the retreat in a physical and playful way and also to verbally share something of their experience with the entire group.

Crab Grab. In pairs. Purpose: energizer. A battle to make your opponent lose balance while both of you are in the crab position.

Human Spring. In pairs. Purpose: trust. Pairs grasp hands and lean toward each other while both walk slowly backwards until the pair falls.

Hug Tag. Whole group. Purpose: fun. Tag game where the only way you can avoid being tagged by the "it" is by hugging someone.

Thru the Middle. Whole group. Purpose: cooperation; problem solving. Entire group must pass through a circle that is small without touching or talking. Time limit.

On the Ball. Whole group. Purpose: sharing feelings, ideas, about retreat. Tennis ball is tossed from one individual

CLOSING GAMES - Page 2.

to another as each person with ball shares something aloud with the rest of the group.

Lap Game. Whole group. Purpose: cooperative; fun final game.

Standing in circle with front-to-back, all participants simultaneously sit on lap of person behind them.

APPENDIX L

STUDENT SELF-ASSESSMENT FORM

PRE-TEST COMMENTS

STUDENT SELF-ASSESSMENT FORM

Pre-Test
Comments

Rate the quality of performance you feel you possess on the Senate and Standing Committees in the following leadership areas:

A. Communication

(1) Communicate clearly

"Sometimes my tone could be improved."

"Feel like minority."

"Mumble sometimes."

(2) Listen effectively

"Always."

(3) Express feelings

"Maybe too much - Once in a while you get shown the light in the strangest of places if you look at it right."

"Sometimes I am hesitant to express my feelings. I'm not exactly sure why. I hope to be able to do this better after this weekend."

(4) Sensitive to needs of others

"I know that I should accept more, but it's hard when others are more reluctant than I."

STUDENT PRE-TEST COMMENTS - Page 2.

B. Conflict Resolution

- (1) Handle differences of opinion effectively

"Have to - that's education."

- (2) Comfortable with own role in group

"I tend to blend into the background."

- (3) Maintain positive attitude in group

"Input depends on output - output lives on input."

- (4) Ability to constructively resolve conflict

"Verbally consistent [sic] in argument."

C. Problem Solving

- (1) Work with group to identify problem

No comments.

- (2) "Interact" and "brainstorm" possible solutions

"Not so many chances."

STUDENT PRE-TEST COMMENTS - Page 3.

- (3) Do full share in carrying out problem-solving alternatives

"Never had the opportunity to carry out any problem-solving alternatives."

"I'm not sure my answers would be accepted because of different backgrounds. I suppose, makes for handling problems in different ways."

- (4) Evaluate problem-solving effort effectively

No comments.

D. Decision Making

- (1) Make constructive suggestions to decision-making process

"None yet/why?"

- (2) Maintain positive attitude throughout decision-making process

"Solemn and mellow."

"Upon occasion favoritism will seep into making decisions. Although I try to remain objective throughout the decision, favoritism is a human trait."

STUDENT PRE-TEST COMMENTS - Page 4.

- (3) Sensitive to making sure all members of group are involved in decision-making process

"Depends on the problem, and who it pertains to."

- (4) Cooperate in carrying out decision made by group

"Unless there is a conflict about that decision."

"Also with different surrounding circumstances, this area would be different. I need to improve this. I feel I do it well, but not as well as I would like. If I'm against a particular issue, but the majority is for it, I will carry it out but I may be hesitant."

Note any other changes in skills and attitudes not listed above:

"I feel I will have to make my points more succinct and less garrulous."

"Being involved in the Student Senate, Social Affairs Committee and a Group Dynamics class, I have noticed some definite changes in my attitude in the way that I have become less domineering or at least I've tried. I'll need more feedback on this from the groups, or individuals themselves."

"Becoming involved overall: I am definitely more comfortable around campus now that I am involved more."

"Off hand I can't think of any not listed, but I believe being on the senate, attending various workshops, and just being an active part of the student body will improve the skills I have as well as being introduced to new skills that I will need."

APPENDIX M

STUDENT ASSESSMENT FORM
POST-TEST COMMENTS - SECTION I

STUDENT SELF-ASSESSMENT FORMPost-Test
Comments - Section I

Rate the quality of performance you feel you possess on the Senate and Standing Committees in the following leadership areas:

A. Communication

(1) Communicate clearly

"Communication also involves the conveying of attitude; the impression one makes as he approaches another are the first basis of communication for those impressions determine communication themselves [sic]."

"As you know at times I come across too strong."

"While I do not say much, I feel when I do, my point is understood."

"I used to find it difficult to communicate clearly with others and be able to get my point across. I have not completely accomplished it enough, but am more aware of what I say."

"I'd like to come right to the point of discussion and clarify what's been said a little more efficiently than I do."

"I know what I want to do, I just have a hard time saying it sometimes."

(2) Listen effectively

"Still, I do not always 'interpret' effectively."

"I tend to vary my listening efforts on what interests or affects me personally."

STUDENT POST-TEST COMMENTS (Section I) - Page 2.

"I'm always ready to listen to someone's opinion, personal problems or new ideas."

"Although many times I do find myself wanting to jump into a discussion."

"I feel that I listen very well, but when I start thinking about one particular point I get caught up."

(3) Express feelings

"Sometime I don't express my real feelings in order to get a certain reply from someone."

"Whether they're needed or not I'm sorry to say."

"That's me -- maybe a little more than I'd like to."

"I think that my feelings are understood not only when I speak, but my non-verbal expressions transmit my feelings equally as well."

"I've always had trouble doing this."

"I am better at expressing my feelings than before but could still use a little work."

"I'm often inhibited by the aggressiveness of others."

"Working on it!"

"I do this well - maybe too well."

(4) Sensitive to needs of others

"If this means understanding people, and liking them - I don't know. If this means understanding people - yes."

STUDENT POST-TEST COMMENTS (Section I) - Page 3.

"I feel I'm good at this, but still need work on it."

"I think I'm pretty good at that."

"I consider myself very sensitive to the needs of others. (Hell, sometimes too much.)"

The greatest gift I have is that of listening and being sensitive [sic] to peoples [sic] needs."

B. Conflict Resolution

(1) Handle differences of opinion effectively

"Must get even higher!"

"Arguments are a sticky problem. I can handle others [sic] opinions - but I don't necessarily accept it."

"I've had a lot of practice with this, but I would still like to be able to do more."

"I find it hard - I tend to be narrow-minded at times."

"Depending on how strong I feel about my opinion."

"I feel I handle opinion differences reasonably well because I can usually anticipate what the difference will be."

(2) Comfortable with own role in group

"Sometimes I don't feel involved."

"I would like to participate more verbally."

"I love my job."

STUDENT POST-TEST COMMENTS (Section I) - Page 4.

"I've grown to be a part of a very good working group. I feel that everyone feels comfortable."

"It's getting there, with each meeting."

"The majority of the time, except when I have to be the person to make a final decision."

"I've grown to be a part of a very good working group. I feel that everyone feels comfortable."

"I do wish I could speak up more often and will certainly try."

(3) Maintain positive attitude in group

"Definitely an optimist."

"Very very rarely do I have a negative attitude in a group."

"I feel that our group is a young energetic bunch. We're a great group of people."

"I do get inwardly discouraged when things drag on during meetings, and when conflict is resolved slowly or not at all. I need more patience."

"Many times people simply want to hear their voice; Oh well!"

"I feel that in order to effectively solve any problem or deal with any subject I must retain a positive attitude through out [sic] the meetings."

"I always have a positive attitude going towards a problem. Not giving myself because I'm not sure my attitude is the best it could be."

STUDENT POST-TEST COMMENTS (Section I) - Page 5.

(4) Ability to constructively resolve conflict

"Put it this way - I try - sometimes it works; sometimes not."

"It all depends on the other party involved, I myself seem to do alright."

"I need work on this with the group because I missed the workshop."

"I'm not much of a thinker, who can come up with original ideas (or at least before someone else does)."

"Attitude, emotional experience."

"I think I can do this acting as an arbitrator or as a part of a group. But when I find myself trying to deal with my own personal conflicts, I get confused."

"In this area, I can say the conflict would more than likely be resolved, however, I feel I compromise too much."

C. Problem Solving

(1) Work with group to identify problem

"Remaining objective is very important in this, not showing favoritism also is very important. I think I can do this well."

"It takes me a little time - but I feel it's one of my better qualities."

STUDENT POST-TEST COMMENTS (Section I) - Page 6.

- (2) "Interact" and "brainstorm" possible solutions

"Here I think I've got it down pat. Given time, I could brainstorm."

"Same as above. Objective, positive attitude, I feel all these things tie in together."

"Sometimes I'm afraid to 'think outloud', for fear of rejection."

"I tend to be mouthy when it comes to brainstorming - I need to work on accepting."

- (3) Do full share in carrying out problem-solving alternatives

"I try."

"I am a part of a group. Therefore, I have to carry my share of the work load."

"One can always do more."

"Not as much as I could."

"I give it my all."

"I try to do my share in the working phase of a problem."

- (4) Evaluate problem-solving effort effectively

"I can try - but it's usually too late to do anything about it."

"I need work on this. I will be able to do this better when I leave the Senate, I'm sure."

STUDENT POST-TEST COMMENTS (Section I) - Page 7.

D. Decision Making

- (1) Make constructive suggestions to decision-making process

"I think, in making most decisions, I have something to offer to the process."

"I sometimes misinterpret the budget decisions - decisions are construed through so many deciders."

"Sometimes I get frustrated when a solution the group is working on doesn't work out. I might say something that isn't feasible."

- (2) Maintain positive attitude throughout decision-making process

"Again, that's one of my strongest points but I still remain realistic in my approach."

"Differences of opinion cause an attitude change."

"I think I maintain a pretty positive attitude everywhere. Even if I disagree with the decision, I go with it because it was a group decision."

- (3) Sensitive to making sure all members of group are involved in decision-making process

"During one of our sessions we had to solve a problem. There was [sic] 5 senators in the group. One of the members did not get too involved, but instead of us taking time to get him involved we were more concerned at solving the problem. We discussed it later and realized what we did and I am more aware of it."

"I try most of the time."

STUDENT POST-TEST COMMENTS (Section I) - Page 8.

"If I happen to have center stage, I do not feel comfortable unless everyone has been involved."

"I am not happy to find that a person is left out. I strive for group effort - not individual."

"I wish this were true, but on the other hand too much input on something alters our decision making process."

"I think I do this well. I'm usually pretty sensitive to others' thoughts, but sometimes I have to decide if what they want is necessary or important. I don't like to do this, but sometimes I have to."

(4) Cooperate in carrying out decision made by group

"I do my part to the best of my ability."

"For the most part - I try to include other members in the action too."

"If I agree whole heartedly with the decision, I'm a #7. If I compromise too much, then I'll still help sincerely, but I'd be a #4."

"I find it hard to do things when others have set the rules. When I feel comfortable with it all I seem to move a bit more quickly."

Note any other changes in skills and attitudes not listed above:

"Are you able to be a compromiser during a dispute in a group?"

"I learned to listen carefully and try to understand each person's opinion and not to be afraid to state my own."

STUDENT POST-TEST COMMENTS (Section I) - Page 9.

"As I have very strong values, I must accept that others can be just as strong yet with different ones. I feel I have realized this. We are all different and that is what makes life worth living!"

"I am usually very reliable and persistent [sic] when it comes to accomplishing a goal."

"Being able to compromise - give in to benefit the group."

"Please note that I did not attend the conference in New York. But I find that I can relate to this group much easier since then. I now know how to associate with my colleagues at a much better level."

"Leadership - Student Senate gave me a real good experience with leadership that will definitely help me in later life."

"For myself, I think that simply acceptance alone is an attitude that is beneficial to the group. Most of us respect and accept the feelings and attitudes of each other and we have all learned to cope with the small personality conflicts that arise. This has been an important factor in the success of our Senate."

"I see myself as taking the leadership role in any crisis situation - whether I'm in charge or not (school, home, the hospital) and I'm much more confident in my own abilities."

"I feel more involved in the Senate after the very successful workshop. The faculty involved were professional and did a great job. Even the minor confrontation was handled well."

"If you approach someone in a positive manner, you can then derive the most from them, for they feel more comfortable."

STUDENT POST-TEST COMMENTS (Section I) - Page 10.

"I like to be involved in a group that is structured with rules and guidelines. If it's not - I try to help pull things together to make it a neater meeting."

APPENDIX N

STUDENT ASSESSMENT FORM
POST-TEST COMMENTS - SECTION II

STUDENT SELF-ASSESSMENT FORM

Post-Test
Comments - Section II

- II. A. In what ways has the leadership training (workshop and follow-up sessions) contributed to or hindered your skill development in the four areas listed above?

"It helped me to work better in a group, a team. I got to know everyone better."

"I learned to express my opinions easier and to comfortably cooperate with everyone as a group."

"I know I have the ability to communicate, confront, and decide yet the fear is so great. I will always have a fear of criticism and 'what if they don't like it or me?' Yet I have come to realize that you don't simply find friendships - you build them."

"The workshops have proven effective. The training has allowed me to associate, work with and accomplish many things with a young new group of people."

"It has helped me to think a little more before I give my suggestions."

"By learning about each other at the workshop I feel that I have learned some things about myself."

"Helped me interact more easily with others."

"Leadership training has opened several channels within me, revealing aspects of my personality which I do not think I possessed for example - patience, tenderness, understanding and sensitivity to other." [sic]

"I've learned to open up more and I find it easier to work with the Senate now because I know the people better."

"In communication I learned how to express what I think and I now listen better and understand what

STUDENT POST-TEST COMMENTS (Section II) - Page 2.

they have to say is important. Conflict resolution - I try, but need help from others. Problem solving I learned that I don't always have the best answer and someone else may have a better one. Decision making - like to make my own decisions, but I found I like to do it in a group also."

"It has helped me to see how a group should work on making decisions. Also it has helped me to see different position functions performed within a group."

"It has helped me to realize the areas that I have to develop. Now that I see what I have to develop I can help myself and the group. I see how other people feel about me which helps."

"I feel I have become more aware of how I act in certain situations. I have tried harder at overcoming some of my problems that hinder my leadership role and my individual personality."

"The leadership training has contributed to my development in all four areas. I feel I can express myself more clearly while understanding others. I think more about the process of decision making and therefore I have a better idea of what I'm actually solving and clearer resolutions."

"I feel I have gained a lot of patience and understanding from the leadership training workshop and follow-up sessions. You never realize how much you can learn until you are forced to do so."

"Unfortunately I wasn't able to take part in the workshop."

"Helped me to listen more effectively; express my feelings. Also it gave me a better and clearer sense of what the group process is all about."

"I began to think about others besides myself. I realized everybody is entitled to their opinion or value. Just really broadened my knowledge on all four areas."

STUDENT POST-TEST COMMENTS (Section II) - Page 3.

"I think the training has been very beneficial to me. Much of the material that was covered I had thought a great deal about before but the workshop pulled everything together. The workshop also pulled everyone together. It made a bunch of individuals into one efficient, effective group. We still have a ways to go, but we're off to a fantastic start."

"With every session I became that much more aware of my leadership action and ways to improve it."

"The workshop has made me more conscious of the areas as a sequence and as separate processes. This is helpful in learning what is wrong with the method being used to find an answer. The only hinderance [sic] may have been if there was an inability to successfully complete an exercise. Then I felt like I didn't truely [sic] understand."

- B. Cite specific activities in the leadership training that you found particularly useful:

"Problem solving - Jack Shea's ice-breaking games."

"Small group efforts compared to large groups. Enjoyed hearing thoughts and feelings of everyone else. The games and getting to know each other."

"Games that involved all of us and worked successfully only if we worked together with a + attitude."

"I'm at a loss. Each activity in the leadership training has boosted confidence and action among/within others as well as myself."

"One on one - discussions - whole group activities - the chance to get to know individuals better."

STUDENT POST-TEST COMMENTS (Section II) - Page 4.

"Problem solving groups - conflict question booklet answered with partner - outside group activities."

"The foolish games - break ice ... the class instruction - inform."

"Group decision making - cooperation process - outdoor recreation - barrier breaking."

"The one where we had to put squares together. The outside exercises."

"Problem solving - making the squares without talking. When we walked on the rope from tree to tree - trust. One on one activities helped me learn more about myself."

"Interacting after a session. Opening and closing the weekend. The sessions themselves."

"Problem solving."

"All of Jack Shea's activities. Jeff Doscher's activity (putting the puzzles together to form a square without talking). Dean Warshaw's activities."

"Given specific situations - one to one, how others would act or opposed to how I would act. Physical outdoor activities - made you comfortable with group. Decision making exercise that gives the power to give a resolution - gives chance to throw out skills while listening to others."

"Small group activities. The session on communications."

"I thought the outdoor activities made everyone aware of how important group participation is. Decision making. Conflict resolution."

"Able to understand the school and problems/ conflicts it has."

STUDENT POST-TEST COMMENTS (Section II) - Page 5.

"Splitting into groups - working in small and large groups. Outdoor activities (a must in getting to know each other and our strengths and weaknesses). Time limitations on solving problems."

"Conflict resolution. Decision making. Communication."

"The breaking of the ice session - made everyone meet - conflict resolution - each day passes for a problem solving - self explanatory."

"My self evaluation (and then how others saw me). Jack's ice breakers (in feeling more comfortable). Informal parties (in getting to know them on a personal level)."

"Walking on the rope between trees. Being roped in a prisoner camp with others. Coming down the tree on the rope."

Please explain what made them useful (e.g., new ideas, chance to practice skills, observation of how others behave, etc.)

"Each other made us work with each other playfully before we had to work with them seriously. It made everyone more relaxed. New conflict to have to be dealt with this session was very informative. I was able to apply every day occurrences [sic] to the techniques we were taught."

"They all made me more aware of my interactional skills with people I'll be working with for a while - made me see myself as others saw me and give them a chance to feel more comfortable with me, too. The more we got to know each other - the easier it was to complete a task."

"It is hard to put in words, but I feel all the training has definitely made me a better person."

STUDENT POST-TEST COMMENTS (Section II) - Page 6.

"Working in groups enabled me to see people on an individual basis and on a larger scale also. Time limitations helped up to work with the time we had more effectively and was one example of what goes on in the 'real world'."

"Decision making - I now feel confident about making decisions. I no longer hesitate. Conflict resolution - I was made aware of how to handle conflicts through the use of very helpful examples."

"The small group activities were useful to me because I found out from observation what parts I play in a group and why I might play those parts. I felt that the session on communications was very effective for me because it pointed out problems in my communications that I didn't know existed."

"Through Jeff and Jack's we were able to work together as a group and help each other. In Jack's activities we were able to use most of the skills we had learned. During Jeff's activities our group worked together very well trying to really help each other instead of just thinking of oneself. Dean Warshaw helped me learn a great deal about myself."

"The group has to think what is best for everyone, not what's best for yourself. You have to be able to change your feelings sometimes to better the group. Also you have to work together, for example the ranking of the professions, making the squares without oral communication and who should stay alive to continue life."

"To get to know fellow senators in how they react in group situations. To be able to work as a whole usefully instead of getting nothing done."

"Everyone doing their share."

"This was useful because I really expressed my ideas freely because it was a situation that really didn't have other things depending on it. I got new ideas from my partner on how to deal with conflict. Also that I wasn't the only one who acted the same way we

STUDENT POST-TEST COMMENTS (Section II) - Page 7.

conflict. These activities really brought people together."

"I discovered how well some of us worked together and that it can be harder to work as a large group. A good moderator is definitely needed."

"Here was a chance to really concentrate in not falling off and getting as far as the others on the ground. It was also something I thought I couldn't ever do with as much success I had. This was particularly good because team work was at its best. The various ways of trying to get out were fun to watch as well as interesting. The reason I liked this is purely selfish. It is something that I thought I would never do more so than the 'tight rope walking' because it was more life threatening although I was completely safe all the time. In Sue Acciani's session, the exercise where we went into pairs with sheets of statements and compared what we would do was very useful. I was fortunate enough to be paired with my complete opposite and we went through the process with no problem."

- C. In what ways might the workshop have been changed to make it more effective to your needs in the areas listed above?

"Closer to the city, able to do something at night."

"I realize it was a workshop yet I wish we could have had a little more free time to get to know each other outside the classroom setting."

"I don't think any changes were (are) necessary with the exception of earlier quitting time."

"I think each session in itself was too long, even with the breaks and I think others would have liked it much better. The activities we did during and after the sessions gave us a chance

STUDENT POST-TEST COMMENTS (Section II) - Page 8.

to see what we learned."

"More but shorter conferences."

"Make the sessions a little shorter."

"Shorter sessions and possibly more of them. Overall I feel very pleased with the way the workshop was run."

"I thought the workshop was very effective the way it was. It wasn't formal at all, it was a nice warm atmosphere that made things run smoothly."

"I think if the two hour sessions were shorter or had activities and involvement instead of just a couple of them. I really enjoyed the workshop a great deal."

"I felt that the workshop was a great opportunity for me to discover a lot of things about myself, which was great. It provided me the chance to look at myself and realize things that need to be changed. For me, the workshop was very effective in fulfilling my needs."

"I think the workshops would have been more useful if they had not been so long. Perhaps they could have been two hours long instead of three."

"None. However, although it was stressed that we should continue in our efforts in practicing these skills, I had trouble concentrating on doing so. Perhaps we should have some evaluations and exercises during the Senate meetings more often."

"None that I can think of."

"More interactional exercises were needed and less lecture-type sessions. I felt more involved in those types of exercises."

"The workshop may have been extended a day to allow a better spacing of the sessions because by the time we were ready to leave everything was in full bloom. However, only a day because after a while, cabin fever might set in."

STUDENT POST-TEST COMMENTS (Section II) - Page 9.

"I don't really think it could have been changed. My own personal growth and development will bring the things that were missing. I suppose those things are what we call maturity."

APPENDIX O

STUDENT ASSESSMENT FORM
POST-TEST COMMENTS - SECTION III

STUDENT SELF-ASSESSMENT FORM

Post-test
Comments - Section III

- III. A. To what extent did participation in the leadership training workshop and follow-up sessions affect your confidence in serving effectively as a Student Senator?

"I was able to see the kind of person I expected myself to be as I worked within a group."

"Tremendously! Plus Oak & Spruce & Grossingers helped too."

"It has helped some, I feel more comfortable with the group and other people in the group have the same feelings as I do."

"It really helped me learn more about myself. And I found out different things about others."

"I had a more optimistic outlook for the future."

"I truly feel I found a side of me I did not like and therefore tried to hide through silence. I'm really an outgoing gal! The unveiling of this new self hindered my confidence."

"Before I became a student senator I knew I would be good at it."

- B. To what extent did participation in the leadership training workshop and follow-up sessions affect your competence in serving effectively as a Student Senator?

"The sessions were tools psychologically geared so that understanding of work and true participation bloomed with additional meetings."

"I don't think I made use of the information I gained as effectively as I could have."

STUDENT POST-TEST COMMENTS (Section III) - Page 2.

"I think I had it in me, but the workshop made it come out so that I could see it. That's where it needed to be. The workshop gave me confidence in myself."

"I think in becoming more confident I also became more effective in my role as a leader."

"It has made me more aware and I feel I can handle things better now."

"I have thought about our trip a great deal and now feel like myself again as well as a much more effective senate member. I also feel a little less hesitant to voice my opinion. Thanks Gary!"

"I used the information I received from other senators to help me understand what went on."

- C. To what extent did participation in the leadership training workshop contribute to interpersonal relationships between you and other members of the Senate?

"At one time during dinner a group of us women talked about how we felt towards each other. What our first impressions were. Each of us thought others felt differently towards ourselves."

"I got to know some of them as personal friends and able to confide in a few."

"Just learning names made me feel more comfortable. I met a lot of nice people!"

"It has helped a lot. I've gotten to know the group and I feel I can work closer with the group not feeling far away."

"In many ways I became more comfortable with all the senate members - but in other areas as you know it made things a little harder."

STUDENT POST-TEST COMMENTS (Section III) - Page 3.

"I've become close to over a half dozen people I never really knew until the workshop. I've been able to come close to people who weren't even there."

"It was difficult to maintain that great momentum, we achieved at the workshop, after it was over. I felt more a part of the senate during the workshop than after."

"I found out who they were, their interests, their weaknesses and their strengths - and they mine."

- D. To what extent did participation in the leadership training workshop contribute to your overall enjoyment of being a student at B.C.C.?

"Each integral part of education has been put together. The Senate is the icing on the cake - it is the program that takes each 'student' and 'sings desire into being' (e.e. cummings)."

"I can't even begin to tell of the great fun and especially personal growth I experienced at Silver Bay."

"Like I've heard before 'it may well be (and was!) your best experience at BCC'."

"It has gotten me involved with the school and the students and has given me new friends."

"Upon returning from X-mas [sic] vacation, I feel probably more confident about life and me as a person than ever before. I will enjoy my senate position and honor much more now."

"I still don't know if I like the college atmosphere i.e. things are too loose, layed back too much."

"I loved it!"

"It was the main source which kept me in school."

STUDENT POST-TEST COMMENTS (Section III) - Page 4.

"Rumors that say BCC is a dead college must come from those who are not involved."

- E. To what extent did participation in the leadership training workshop influence the value you place on being a college student?

"I have learned to better appreciate this institution - It offers so much and I value my own opinions as well as others."

"There is so much more to 'life after high school' than meets the eye. I would never have gotten to experience the things I have. I think that if I had not become a senator, I would have never again had the opportunity to experience what I did. Opportunity knocks but once."

"I've learned that there's a lot more to being a student in college than being a 'student' and the year that a student has of school is only as good as the student makes it."

"It has made me part of the group getting closer to students and the senate. I feel part of the school, and I feel involved. I feel it has helped a lot."

"Every day we face and resolve problems alone. Being on the senate allows me to lean on someone for support and advice as well as for laughter and good times."

"This workshop is a prime example of the difference between high school and college, but the values I learned are also something that can not be taught in a college classroom. The preparation was what I think is needed for all students for the 'real world', 'civilization' as it is. If I came out of high school and I went straight to a job, I think I would seriously be inadequate in dealing with problems, communication, resolving conflicts and making proper decisions."

STUDENT POST-TEST COMMENTS (Section III) - Page 5.

"It brought out the more social experiences one can achieve in college."

"This was more than just an academic learning experience, it was an enjoying learning experience that will not be forgotten."

"It made me feel a much greater part of BCC. A great feeling!"

- F. To what extent do you feel participation in the leadership training workshop will affect and influence the interest you might have in serving in a leadership position once you have graduated from college?

"I really wish I could have attended the leadership workshop. I feel I could have given more of myself to the senate and I could have played a better role as a senator."

"After this semester at BCC I plan on transferring to another college. I would really enjoy getting involved in the Student Government there and other activities. Upon getting my Bachelor Degree I want to become a teacher and various skills I learned on our weekend I will always remember and use."

"I think it gave me some confidence in myself and that is always helpful. I think you have to have faith in God and yourself and a little luck and help from God to succeed in life."

"I will think before acting much more than I did before I went."

"I think that participating in the leadership training workshop greatly affected the way I see and do things on the Senate but I feel that being on the Senate itself will ready me for future leadership positions not the workshop."

STUDENT POST-TEST COMMENTS (Section III) - Page 6.

"It will definitely influence me because prior to the workshop and the Senate I had no aspirations for a leadership position. I enjoy a leadership position. By this post-test, it is probably clear I enjoyed the workshop, but it is hard to express what it did for me. It was great, put simply."

"I plan to continue to take on leadership roles for the rest of my life, and this experience has influenced me a great deal."

"It really has taught me a lot and I'm determined to continue serving on the student senate while I am at BCC."

"Groups are much stronger and effective than a one-man team!!!"

"I can go out now after graduating from college with a better feeling of myself. Using what I learned through the workshops and the senate to better myself as a person. And feeling more comfortable and at ease with myself knowing I can go out and use what I learned in a leadership role."

"I'm really psyched for moving to the top, once I found out that I can do it! Thanks. I'd also like to thank you for letting me take another look at myself where I am and where I'm headed as a leader."

"I have been thinking of it already. The possibility of a political office has already come into my mind."

"I tend to dislike being in the 'limelight', but I do enjoy working with others in solving important problems. I hope to be involved in leading others and making decisions, because it makes my life more important to me, and helps others as well."

"Gary, I'm sorry I couldn't be more effective as a senator this past semester. I had a much too demanding schedule, a mistake I am not likely to repeat. Although I feel good about some of the

STUDENT POST-TEST COMMENTS (Section III) - Page 7.

contributions I made, I know I could have done a lot more. I hope to play a more active role this next semester. Never hesitate to offer suggestions or criticism."

"This is the foundation
Like rock; it meets the individual
 molds him
moves him to his character
 to his smile
like handshakes and
hardwork

It lets you take a step,
 to see the why of others
and the me of the you

I speak well
I work well
I listen well

Well - now
 Thanks to a system of learning"

APPENDIX P

TABLES 5 - 8

WITH RESEARCHER INPUT OMITTED

TABLE 5

(with researcher input omitted)

Faculty Assessment Forms: Communication

Communicates Clearly

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.3	0.9	.54	71	8.7*
Post-Workshop	5.0	0.6			

Listens Effectively

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.6	1.0	.69	71	7.1*
Post-Workshop	5.2	0.8			

Expresses Feelings

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	3.9	1.0	.71	71	9.9*
Post-Workshop	4.8	0.9			

Shows Sensitivity

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.3	0.9	.73	67+	7.2*
Post-Workshop	4.9	0.9			

* $P < .05$

Otherwise not significant

+ Some faculty failed to answer one or more questions

TABLE 6

(with researcher input omitted)

Faculty Assessment Forms: Conflict Resolution

Effectively Handles Difference of Opinion

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.0	0.9	.71	66+	9.8*
Post-Workshop	4.8	0.8			

Comfortable in Group

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.0	1.1	.53	71	8.4*
Post-Workshop	4.9	0.9			

Positive Attitude

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.6	0.8	.61	71	7.0*
Post-Workshop	5.2	0.9			

Constructively Resolves Conflict

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	3.6	1.0	.60	53+	8.1*
Post-Workshop	4.5	0.9			

* $P < .05$

Otherwise not significant

+ Some faculty failed to answer one or more questions

TABLE 7

(with researcher input omitted)

Faculty Assessment Forms: Problem Solving

Works with Group to Identify Problem

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.4	0.9	.62	71	7.2*
Post-Workshop	5.0	0.9			

Interacts and Brainstorms

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.5	0.9	.63	71	7.4*
Post-Workshop	5.1	0.9			

Does Share in Carrying Out Alternatives

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.2	1.1	.70	68+	7.3*
Post-Workshop	4.9	0.8			

Effectively Evaluates Effort

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	3.6	0.9	.54	61+	8.0*
Post-Workshop	4.4	0.8			

* $P < .05$

Otherwise not significant

+ Some faculty failed to answer one or more questions

TABLE 8

(with researcher input omitted)

Faculty Assessment Forms: Decision Making

Makes Constructive Suggestions

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.1	0.9	.59	70+	9.6*
Post-Workshop	5.0	0.9			

Maintains Positive Attitude

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.6	0.8	.67	70+	9.1*
Post-Workshop	5.3	0.8			

Makes Sure All Members Are Involved

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.2	0.9	.71	55+	7.9*
Post-Workshop	4.9	0.9			

Cooperates in Carrying Out Decisions

	\bar{X}	S.D.	r	df	T-Value
Pre-Workshop	4.1	1.1	.76	63+	5.7*
Post-Workshop	4.5	0.9			

* $p < .05$

Otherwise not significant

+ Some faculty failed to answer one or more questions

